

### 2000 TABLE OF CONTENTS

Number	Title
2110	Philosophy of Education/District Mission Statement
2132	School District Goals and Objectives
2200	Curriculum Content
2210	Curriculum Development
2220	Adoption of Courses
2230	Curriculum Guides
2240	Controversial Issues
2260	Affirmative Action Program for School and Classroom Practices
2270	Religion in the School
2310	Pupil Grouping
2312	Class Size
2330	Homework
2340	Field Trips
2360	Use of Technology
2361	Acceptable Use of Computer Networks/ Computers and Resources
2411	Guidance Counseling
2412	Home Instruction Due to Health Condition
2414	Programs for Pupils At Risk
2415	No Child Left Behind Programs
2415.01	Academic Standards, Academic Assessments and Accountability
2415.02	Title I – Fiscal Responsibilities
2415.03	Highly Qualified Teachers
2415.04	Title I – Parental Involvement
2415.05	Pupil Surveys, Analysis and/or Evaluations
2415.06	Unsafe School Choice Option
2415.20	No Child Left Behind Complaints
2416	Programs for Pregnant Pupils
2417	Pupil Intervention and Referral Services
2422	Health Education
2423	Bilingual and ESL Education
2425	Physical Education
2428.1	Standards-Based Instructional Priorities
2430	Co-Curricular Activities
2431	Athletic Competition



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2000/Page 2 of 2  
TABLE OF CONTENTS

2432	School Sponsored Publications
2440	Summer School
2460	Special Education
2461	Special Education/Receiving Schools
2464	Gifted and Talented Pupils
2466	Needless Public Labeling of Pupils with Disabilities
2467	Surrogate Parents and Foster Parents
2481	Home or Out-of-School Instruction for General Education Pupils
2510	Adoption of Textbooks
2520	Instructional Supplies
2530	Resource Materials
2531	Use of Copyrighted Materials
2551	Musical Instruments
2560	Live Animals in School
2610	Educational Program Evaluation
2622	Pupil Assessment
2624	Grading System
2631	New Jersey Quality Single Accountability Continuum
2700	Services to Nonpublic School Pupils



### PHILOSOPHY OF EDUCATION/DISTRICT MISSION STATEMENT (M)

#### 2110 PHILOSOPHY OF EDUCATION/DISTRICT MISSION STATEMENT (M)

#### **M**

Holland Township School, a hub in a developing rural community, is committed to providing the strongest educational foundation on which all our children can build a successful and productive future. Through diverse, intellectual, cultural, and social learning experiences, each child will be challenged to reach his or her fullest potential in a safe and nurturing environment.

It is the expectation of this school district that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels.

Adopted: 31 March 2010



### SCHOOL DISTRICT GOALS AND OBJECTIVES

#### 2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

Holland Township School is concerned with the process of learning which will develop individual character and the values needed to become a responsible member of society.

The Holland Township School has the following continuing goals to help each pupil:

1. Attitude toward learning: To enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous development and adaptation to change;
2. Basic information: To acquire basic information concerning the principles of physical, biological and social sciences, the historical record of human achievements and failures, and current social issues;
3. Basic skills: To master to the fullest possible extent basic skills in effective communication, information gathering, problem solving, and critical thinking;
4. Creativity: To develop the ability and desire to express oneself creatively and to acquire the information to grow in aesthetic appreciation of the arts;
5. Family roles: To grow in the ability to play satisfying and responsible roles in family life;
6. Interaction: To grow in the ability to form satisfying and responsible relationships with people and an understanding and appreciation of each person's cultural heritage and social and ethnic origins;
7. Physical, mental health: To grow in the knowledge, skills, habits, and attitudes necessary for maintaining physical and emotional well-being;
8. Role in society: To grow in the knowledge and skills that permit one to play a satisfying and responsible role as both producer and consumer, to understand the opportunities open to the individual for a productive life, and to take full advantage of these opportunities;
9. Self-worth: To develop a positive self-image; and
10. Values: To become an effective and responsible contributor to the decision-making processes of the total community, and to grow in an



understanding of ethical principles and values and the ability to apply them to life.

11. Use efficient administrative and management procedures pursuant to law and regulations developed with and among Board members, and administrators and teaching staff members.

Specific goals and plans of action to achieve them shall be developed each year in accordance with law.

N.J.A.C. 6:8-2.4

Adopted: 31 March 2010



### 2200 CURRICULUM CONTENT (M)

#### M

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs the curriculum be consistent with the educational goals and objectives of this district, the New Jersey Core Curriculum Content Standards and responsive to identified pupil needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the constituent districts of the Delaware Valley Regional High School.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Core Curriculum Content Standards, including but not limited to:

1. Preparation of all pupils for employment or post secondary study upon graduation from high school;
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2200/Page 2 of 3  
CURRICULUM CONTENT (M)

- Civics, and the geography, history and civics of New Jersey, and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;
  4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;
  5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;
  6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;
  7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;
  8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;
  9. Career awareness and exploration as required, and vocational education as appropriate;
  10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;
  11. Instruction in accident and fire prevention;
  12. A substance abuse prevention program;
  13. A program for family life education; and
  14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2200/Page 3 of 3  
CURRICULUM CONTENT (M)

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.  
N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.  
New Jersey Core Curriculum Content Standards

Adopted: 31 March 2010



### 2210 CURRICULUM DEVELOPMENT (M)

#### M

The Superintendent shall be responsible to the Board for the development of curriculum to meet identified pupil needs. He/she shall establish procedures for curriculum development which ensure the effective participation of teaching staff members; pupils, as appropriate to their age and grade; parent(s) or legal guardian(s), the community; members of the Board; and the use of all available resources. Care shall be taken that certified staff shall not be assigned to teach material outside the limits of their certification and endorsements.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?
2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
3. Does it satisfy the requirements of the Board's school and classroom practices regarding bias and stereotyping?
4. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
5. Does it include the criteria by which progress can be measured?
6. Does it address the necessary study skills?
7. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
8. Has the curriculum guide been completed? If not, when can it be expected?
9. Have the associated textbooks been recommended to the Board?



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2210/Page 2 of 2  
CURRICULUM DEVELOPMENT (M)

10. Have the costs and time of implementation been reviewed, including inservice training?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

Adopted: 31 March 2010



### 2220 ADOPTION OF COURSES (M)

#### M

The Board of Education shall provide a comprehensive instructional program to serve the educational needs of the children of this district by the adoption of courses of study.

For purposes of this policy, a “course of study” means the planned content of a series of classes, courses, subjects, studies, or related activities.

No course of study will be taught in this district unless it has been formally adopted by the Board. The Board shall determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board.

The Superintendent is responsible for the continuous evaluation of the courses of study against the educational goals of the Board and shall recommend to the Board such new or altered courses of study as are deemed to be in the best interests of the pupils of this district. The Superintendent's recommendation will include the following information about the proposed course of study:

1. The specific objective of the course of study and the relationship of the course to the educational goals adopted by the Board;
2. The applicability of the course to pupils and an enumeration of those groups of pupils to be affected by it;
3. A description of course content, including any instructional method that departs significantly from the ordinary and is an integral part of the course of study;
4. A rationale for the course in terms of the goals of this district and a justification of the course, especially when it is proposed to take the place of an existing course of study;
5. The resources that implementation of the course will require, including textbooks, material, equipment, and specially trained personnel;
6. The course proficiencies to be mastered by pupils;
7. The methods and standards by which the efficacy of the course will be monitored and evaluated; and



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2220/Page 2 of 2  
ADOPTION OF COURSES (M)

8. A developmental history of the course and, where available, information on its use elsewhere.

The Superintendent shall maintain a current list of all courses of study offered by this district and shall provide each member of the Board with a copy.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:33-1; 18A:35-1 et seq.  
N.J.A.C. 6A:7-1.1 et seq.; 6A:8-4.1; 6A:8-4.4

Adopted: 31 March 2010



### 2230 CURRICULUM GUIDES (M)

#### **M**

The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and sample evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the Building Principal to ensure that curriculum guides are being followed. Staff shall be notified of updates or revisions to curriculum guides.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for public inspection.

Because curriculum guides are the means of implementing instruction in courses accepted by the Board as the curriculum of the district, the Board shall approve any new curriculum or any revision to an existing guide before they are put into effect. New curriculum or revisions being considered will be presented to the Board one month prior to adoption.

N.J.S.A. 18A:33-1

Adopted: 31 March 2010



### 2240 CONTROVERSIAL ISSUES

Free discussion of controversial issues shall be encouraged in the classroom whenever appropriate for the level of the group.

Issues may be considered controversial which arouse strong reactions, based either on personal conviction or allegiance to a group. School treatment of controversial issues shall be designed to instruct pupils in fair and objective study techniques. The decision on whether a particular controversial issue shall become a matter for school study shall be based on the timeliness of the question, the maturity and needs of the pupils and in keeping with the school's mission. Classroom discussions on controversial questions which arise unexpectedly shall be the responsibility of the teacher, who shall provide relevant information on both sides of the question. Such discussions shall be kept free from the assumption that there is one correct answer which should emerge from a discussion and be taught authoritatively to the pupil. Such discussion shall:

1. Enhance the educational process;
2. Match the maturity level of the pupils; and
3. Be related to the goals of the Board and the appropriate curriculum guide.

Pupils shall be taught to recognize each other's right to form an opinion on controversial issues, and shall be assured of their own right to do so without jeopardizing their relationship with the teacher or the school.

The Building Principal shall have the authority to limit or suspend discussion of controversial issues pending a review of the issue/materials. Instructional materials dealing with controversial issues not previously approved must be reviewed by the Principal before being introduced into the classroom.

In determining speakers to be invited for a class or school-wide program, the Principal must consider whether:

1. The speaker is controversial for any reason;
2. The topic is controversial, or sensitive, or known to arouse strong community feelings; and
3. The proposed speaker would gain an advantage by having a "captive" audience.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2240/Page 2 of 2  
CONTROVERSIAL ISSUES

Adopted: 31 March 2010



### AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES (M)

#### 2260 AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES (M)

#### M

The Board of Education shall, in accordance with law, strive to overcome the effects of any previous patterns of discrimination in school and classroom practices and shall systematically monitor district procedures to ensure continuing compliance with anti-discrimination laws and regulations.

The Principal shall serve as Affirmative Action Officer and shall coordinate all activities designed to implement this policy. The Affirmative Action Officer shall identify and recommend the correction or removal of impermissible bias based on race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability. He/She shall:

1. Review current and proposed curriculum guides, textbooks, and supplemental materials for bias and determine whether such materials fairly depict the contribution of both men and women and various racial and ethnic groups in the development of human society;
2. Develop an ongoing program of in-service training for school personnel designed to identify and solve problems of bias in all aspects of the school program;
3. Review current and proposed programs, activities, and practices to ensure that all pupils have equal access to them and are not impermissibly segregated in any duty, work, play, classroom, or school practice except as may be permitted under rules of the State Board of Education;
4. Ensure that similar aspects of the school program receive commensurate support as to staff size and compensation, purchase and maintenance of facilities and equipment, and access to such facilities and equipment;
5. Ensure that tests, procedures, and guidance and counseling materials that are designed to evaluate pupil progress or rate aptitudes, or analyze personality or in any manner establish or tend to establish a category by which a pupil may be judged are not impermissibly differentiated or stereotyped.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2260/Page 2 of 2

### AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES (M)

Parent(s) or legal guardian(s), pupils, staff members, and members of the public shall be informed annually about the district's affirmative action plan for school and classroom practices, the designation of the Affirmative Action Officer, and the procedure by which an affirmative action complaint may be filed and processed.

The Affirmative Action Officer shall report as required to the Board on progress made in the affirmative action program for school and classroom practices. The Board will annually review district progress toward the objectives of any state-approved affirmative action plan.

20 U.S.C.A. 1701  
N.J.S.A. 18A:36-20  
N.J.A.C. 6:4-1.3(b)

Adopted: 31 March 2010



### 2270 RELIGION IN THE SCHOOLS

The Board of Education recognizes that religious belief and disbelief are matters of personal conviction rather than governmental authority and the pupils of this district are protected by the First Amendment of the United States Constitution and by Article I, Paragraph 4 of the New Jersey State Constitution from the establishment of religion in the school. School officials will be neutral in their treatment of religion in the school district, showing neither favoritism toward nor hostility against religious expression. Accordingly, devotional exercises will be permitted in this district. The following activities will be permitted in the school district provided the activity is consistent with current United States Supreme Court decisions regarding the relationship between government and religion: prayer during instructional time; organized prayer groups and activities; religious expression and prayer in classroom assignments; pupil assemblies and extra-curricular events; prayer at graduation; baccalaureate ceremonies; devotional exercises; and other prayer and/or religion related activities. The school district will not permit an activity if the activity advances or inhibits any particular religious expression that is protected by the First Amendment of the United States Constitution.

The Board believes that an understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum may be developed to include, as appropriate to the various ages and attainments of the pupils, instruction about the religions of the world.

The Board also acknowledges the degree to which a religious consciousness has enriched the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the school frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may, therefore, be religious in nature shall not, by itself, bar their use by the district. The Board directs that teaching staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the thorough and efficient education of the children of this district, not for its conformity to religious principles. Pupils should receive unbiased instruction in the school so that they may privately accept or reject the knowledge so gained in accordance with their own religious tenets.

U.S. Const. Amend. 1



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2270/Page 2 of 2  
RELIGION IN THE SCHOOLS

U.S. Department of Education - Guidance on Constitutionally Protected Prayer in Public  
Elementary and Secondary Schools – February 7, 2003  
N.J. Const. (1947) Art. 1, para. 4  
N.J.S.A. 18A:35-4.6 et seq.; 18A:36-16

Adopted: 31 March 2010



### 2310 PUPIL GROUPING

The Board of Education believes that each pupil should be provided with the instruction that will best suit his/her intellectual, physical, emotional, and social capabilities. The Board authorizes the Superintendent to develop a schedule and class organization that will provide for the placement of pupils in instructional groups that will offer them the greatest educational benefit.

The grouping of pupils should be flexible and should take into consideration the age, mental ability, past academic record, emotional needs, physical maturity, and interests of each pupil.

Adopted: 31 March 2010



### 2312 CLASS SIZE

The Superintendent shall recommend for Board approval the number of class sections for each grade. He/she shall also make recommendations for the special needs of experimental programs, certain course sequence requirements and predicted future pupil enrollments.

The Board of Education shall set and equalize class sizes in accordance with sound educational principles and the fiscal and physical limitations of the system.

Adopted: 31 March 2010



### 2330 HOMEWORK

The Board of Education believes that homework relevant to material presented in class provides an opportunity to broaden, enrich or reinforce the pupil's knowledge. Teachers must use discretion in deciding the number and length of assignments. Pupils may receive homework four days per week and occasionally on the weekends, at the teacher's discretion. The Board encourages the use of interrelated major homework assignments such as term papers, themes, and creative art projects.

Homework shall not be used for punitive reasons.

Pupils absent for any reason must make up assignments, class work, and tests within a reasonable length of time. In most cases, a reasonable length of time shall be the same number of school days as the days missed.

Pupils being excused for any reason must make arrangements with the teacher of the missed classes in order to make up the work missed. Where possible the arrangements should be done before the absence from class.

#### Incompletes

When a pupil does not complete work missed for absence or other reasons, he/she will receive an "incomplete" for the marking period. Pupils will be given ten school days following the end of the marking period to make up the missed work.

If work is missing during the final marking period of the school year, the grade will be left to the discretion of the teacher. The teacher who has given an incomplete is responsible for reporting to the pupil the work he/she has missed and citing the consequences mentioned above.

The administration must adopt regulations to implement this policy, including the process for deficiency notification.

Adopted: 31 March 2010



### 2340 FIELD TRIPS

The Board of Education recognizes the field trips properly planned and integrated with the curriculum are an educationally sound and important part of the program of the school that can supplement and enrich classroom instruction by providing learning experiences in an environment outside the school.

For purposes of this policy, a field trip means any journey by a group of pupils away from the school premises, under the supervision of a teacher, and integrally related to an approved course of study.

The Board of Education shall approve annually a list of potential field trips. All proposed field trips not so listed must be individually approved by the Board prior to any public announcements, and preferably no later than the October Board meeting. Times and locations of field trips shall not be posted on any district web sites.

Pupils on approved field trips remain under the supervision of this Board and are subject to its rules and regulations.

When field trips and excursions are to be arranged, the following guidelines apply:

1. All trips, and the arrangements for them, must have advance approval. This includes whether district buses will be used; whether these may be supplemented by private vehicles; the route to be followed; and parking arrangements if necessary.
2. Costs must be ascertained.
3. Each child who goes on a field trip or excursion must have written parental permission.
4. Pupil safety must be of prime concern, and adequate supervision must be provided by staff aided by other adult chaperones if necessary.
5. All trips must be well planned, properly timed, and related to regular learning activities, or to district goals and objectives.
6. Each field trip should be evaluated by pupils, teachers and the administration.

Costs



The Board shall bear all expenses of field trips included in the curriculum guides (there are currently no field trips that are part of the curriculum guides). The Board, within the limits of the budget, will pay transportation costs for field trips on school owned vehicles. Except in situations otherwise approved by the Board of Education, parent(s) or legal guardian(s) shall be asked to bear the expense of field trips. Cost for chaperones selected by the teacher shall be borne by the district. In the case where chartered buses or other contracted buses are utilized, the cost of transportation shall be borne by the parent(s) or legal guardian(s). No pupil, however, shall be denied the privilege of participating in a field trip because of the lack of ability of a family to pay.

### Reimbursement

Parent(s) or legal guardian(s) of pupils unable to attend a field trip, including those denied participation because of behavior, shall be reimbursed payments made only in the event that the district receives refunds from the participating organization.

A pupil who violates rules or disregards the authority of supervisors on a field trip significantly endangers the safety of other pupils and may be summarily dismissed from the trip. The teaching staff member in charge will make arrangements for the dismissed pupil's transportation to home or school as appropriate. The cost of any such transportation shall be borne by the parent(s) or legal guardian(s) of the pupil. The Board reserves the right to take further disciplinary measures in accordance with Policy.

The Superintendent shall develop guidelines for planning trips suitable to the various grade levels, and develop regulations governing frequency, distance and expense.

The Board does not endorse, support, or assume liability in any way for any staff member of this district who takes pupils on trips not approved by the Board. No staff member may solicit pupils of this district for such trips within the facilities or on the school grounds of this district without Board permission.

### Pupils Self-Administration of Medication

The Board shall permit self-administration for field trips for asthma or other potentially life-threatening illness by pupils in grades K through eight. All conditions established by law and Board policy shall be met (see policy 5330).

Epinephrine shall be administered via epi-pen to pupils in emergencies on field trips by the school nurse, his/her designee(s), the pupils parent/guardian or the pupil himself/herself, in accordance with policy 5330-Administration of Medication.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2340/Page 3 of 3  
FIELD TRIPS

N.J.S.A. 18A:36-21 et seq.; 18A:53-2

Adopted: 25 August 2009



### 2360 USE OF TECHNOLOGY

The Board of Education recognizes the use of technology in the educational process is an essential part of the schooling experience. Technology is to be viewed as a resource to enhance the learning process among other resources available to teachers and pupils. In addition, technology can be used to enhance the administration of the school. In order to provide direction and meaning to the use of technology as an instructional resource, the Board encourages and supports staff use of technology as a component of the learning process.

For purposes of this policy “technology” includes, but is not limited to, the use of computers and computer peripherals, communications networks, access to databases and libraries of information and the integration of audio, video, multimedia devices and media for purposes of teaching and learning.

The Superintendent, in consultation with teaching and support staff, shall recommend to the Board the acquisition of appropriate technology to best implement the curricular, instructional, and administrative program of the school district. The Superintendent shall prepare a technology plan for the school district to encompass the following:

#### Curricular, Instructional and Administrative Need

The technology plan shall define the curricular, instructional and administrative need for technological equipment and media for the district.

#### In-service Education

The Board shall provide opportunities for school staff to participate in in-service programs on hardware or software programs to be used in the execution of educational and administrative tasks. In-service programs may be provided in or out of the district.

#### Standards, Codes and References

All technology installations shall conform to the industry standards and applicable federal, State and local statutes and codes.

#### Facilities Planning

In all facilities projects involving new constructions, additions, and renovations the Superintendent or designee shall ensure the plans include provisions for current and future technology needs in terms of the structural, electric/electronic, mechanical,



acoustical and visual systems of the building(s). All educational specifications shall include features required for the use of instructional technology.

### Computers

The school district will provide support or maintenance agreements for specified brands of computers. All other computers purchased or donated will be subject to repair only when non-allocated funding is available and therefore may remain unrepaired until funding is available.

### Computer Software Acquisition and Upgrading

The Superintendent will recommend the purchase of upgrades to software as needed. An evaluation of upgrades shall be made by appropriate personnel and no upgrade shall be purchased without the express approval of the Computer Teacher.

### Site Licenses

In the case where more than one copy of a software program is required, the Computer Teacher shall attempt to acquire or negotiate a site license with the software developers. In the event a site license is not possible, vendors shall be sought who will provide multiple copies at a discounted cost.

### Software Copyright

All employees shall strictly adhere to the copyright laws of the United States. No software shall be copied and/or distributed except in accordance with these laws. All software placed on media workstations or any network with public access shall be copy protected by the Computer Teacher, who shall assure that individuals who have access to such programs shall not copy them without authorization.

### Internal Communication (District)

The school district shall provide communication by a variety of means.

### External Communications

The Board encourages the use of external communications so the school may utilize the vast resources of external databases and communicate with other schools, external agencies, and businesses throughout the world. Gateways to such communications will be supported by the school district. The use of particular gateways shall be approved by



the Computer Teacher. The Computer Teacher shall be responsible for the installation of software in district owned computers and/or computer systems that prevents access to gateways and Internet sites that have material considered by the Computer Teacher to be inappropriate for use by pupils.

### Computer Laboratories and Distributed Computing

In order to provide teacher, staff, and pupil access to computers, the Board directs that provisions be made to provide computer access in computer laboratories, classrooms, and school libraries/media centers.

### Audio/Video

All audio and/or video materials shall be used in accordance with the copyright laws of the United States. Teachers, pupils, or staff who create audio or video materials containing the voices or images of the individuals involved shall obtain proper releases from those individuals, their parent(s) or legal guardian(s) for instructional use within the school.

### Informing Parents, Legal Guardians and Interested Parties

Upon request, the Building Principal shall make available to parent/legal guardians the computer hardware and software used in the district in order that a computer purchased privately for home use may be compatible with the computer and software the pupil uses in the school setting.

### Technology Coordination

The Board shall appoint a Computer Teacher to assure the technology needs of the district are met in the most efficient manner possible at the lowest costs available to meet specified needs.

### Broadcast Rights and Copyrights

The Board specifically retains the Broadcast rights and copyrights to all materials created by employees of the Board as part of their responsibilities to the Board. Any financial remuneration for the use of such materials shall be retained by the Board.

### Computer Security



The Computer Teacher shall develop security procedures to include, but not be limited to, the following areas:

1. Physical Security of Equipment

All computer equipment shall be maintained in a secure manner appropriate to its location.

2. Data Security

- a. Back-up procedures for system files, libraries, and data shall be practiced in a timely fashion.
- b. Disaster recovery plans shall be kept up-to-date at all times.
- c. Password protection shall be in place and updated periodically.
- d. Resource security shall be in place to prevent unauthorized access to system files, libraries, and data.

3. Employee Training

All new employees having, as part of their job responsibilities, access to computers and information systems will be trained in the proper security procedures outlined above.

All employees having, as part of their job responsibilities, access to computers and information systems will be kept up-to-date on current security procedures for equipment and data.

4. Transaction Audit Trail

Appropriate procedures will be maintained in order to monitor system activity and users, as necessary.

5. Security Officer

The Superintendent shall designate the Computer Teacher as the district's Computer Security Officer to monitor system security procedures.

Use of Facsimile (FAX) Machines



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2360/Page 5 of 5  
USE OF TECHNOLOGY

Fax machines provide a useful means of communicating and shall be subject to the same rules that apply to the use of telephones. All incoming faxes shall be considered confidential mail. No disclosure of the contents of any fax shall be made except to the individual for whom the fax is intended. Any individual violating this confidentiality shall be subject to discipline as provided by the policies and regulations of the Board.

N.J.A.C. 6A:26-6.1 et seq.  
17 U.S.C. 101 et seq.

Adopted: 31 March 2010



### ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

#### 2361 ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

#### M

The Board of Education recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow pupils to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by pupils to information sources but reserves the right to limit in school use to materials appropriate to educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes that telecommunications will allow pupils access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action.

The Board provides access to computer network/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to the computer network/computers at any time, for any reason. The Board retains the right to have district personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

#### Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

- A. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.



### ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

- B. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer network(s) in a manner that:
  - 1. Intentionally disrupts network traffic or crashes the network;
  - 2. Degrades or disrupts equipment or system performance;
  - 3. Uses the computing resources of the school district for commercial purposes, financial gain or fraud;
  - 4. Steals data or other intellectual property;
  - 5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
  - 6. Gains or seeks unauthorized access to resources or entities;
  - 7. Forges electronic mail messages or uses an account owned by others;
  - 8. Invades privacy of others;
  - 9. Posts anonymous messages;
  - 10. Possesses any data which is a violation of this policy; and/or
  - 11. Engages in other activities that do not advance the educational purposes for which computer networks/computers are provided.

#### Internet Safety/Protection

The school district is in compliance with the Children's Internet Protection Act and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries, that block and/or filter visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect



### ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The school district will certify on an annual basis, that the school, including media centers/libraries, in the district are in compliance with the Children's Internet Protection Act and the school district enforces the requirements of this policy.

This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding blocking and/or filtering the visual depictions prohibited in the Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors. The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly board meeting or during a designated special board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361.

#### Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they shall have filed with the Principal's office a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

#### Violations

Individuals violating this policy shall be subject to the consequences as indicated in Regulation No. 2361 and other appropriate discipline, which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;



### ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3

Federal Communications Commission: Children's Internet Protection Act.

Adopted: 31 March 2010



### 2411 GUIDANCE COUNSELING (M)

#### M

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the school to assist pupils in making and implementing informed educational and occupational choices including academic, career and personal/social development.

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all pupils in this school district and shall be conducted entirely by teaching staff members certified as guidance personnel.

The Superintendent is directed to implement a guidance program that carries out the purposes of this policy and:

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each pupil;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parent(s) or legal guardian(s) and shares parents' or legal guardians' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the pupil's interest;
7. Is available equitably to all pupils and prohibits biased counseling and the use of materials that discriminate among pupils on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability; and
8. Establishes a referral system that utilizes all the aid the school and community offer, guards the privacy of the pupil, and monitors the efficacy of such referrals.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2411/Page 2 of 2  
GUIDANCE COUNSELING (M)

N.J.A.C. 6A:19-1.2; 6A:8-2.2  
N.J.A.C. 6A:7-1.7; 6A:8-3.2

Adopted: 31 March 2010



### HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

#### 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

#### M

The Board of Education will provide instructional services to an enrolled pupil whether a general education pupil in Kindergarten through grade twelve or a special education pupil age three to twenty-one at the pupil's home or another suitable out-of-school setting when the pupil is confined to the home or another out-of-school setting due to a temporary or chronic health condition or has a need for treatment which precludes participation in their usual education setting. These services will be provided when a pupil is determined by the school physician to need confinement at their residence or other suitable out-of-school setting and the projected need for confinement is for ten consecutive school days or fifteen cumulative school days or more during the school year.

Requests for home instruction shall include a written determination from the pupil's physician documenting the projected need for the pupil's confinement to their residence or other treatment setting for ten consecutive school days or fifteen or more cumulative school days during the school year. The written determination from the pupil's physician shall be forwarded to the school physician, who shall verify the need for home instruction. The parent(s) or legal guardian(s) shall be notified concerning the school physician's verification or reason(s) for denial within five school days after receipt of the written determination by the pupil's physician.

The school district shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the pupil's confinement, during the first week of the pupil's confinement to the home or out-of-school setting.

The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c). The school district will maintain a written plan for the delivery of instruction and the teacher providing instruction shall be appropriately certified for the subject, grade level, and special needs of the pupil pursuant to N.J.A.C. 6A:9. The teacher shall provide one-on-one instruction in accordance with the requirements of N.J.A.C. 6A:16-10.1(c)3.

For a pupil with disabilities, the home instruction shall be consistent with the pupil's IEP to the extent appropriate and shall meet the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8. When the provision for home instruction for a pupil with disabilities will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the pupil's IEP.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2412/Page 2 of 2

### HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

For a pupil without disabilities, the home instruction shall meet the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8 and the district's requirements for promotion at that grade level. When the provision for home instruction for a pupil without disabilities will exceed sixty calendar days, the school physician will refer the pupil to the Child Study Team for evaluation according to the requirements of N.J.A.C. 6A:14.

The school district shall be responsible for the costs of providing instruction for pupils as required by N.J.A.C. 6A:16-10.1(b).

The Board reserves the right to withhold home instruction when the reason for the pupil's confinement is such as to expose a teacher to a health hazard or dangerous home situation, a parent(s) or legal guardian(s), or other responsible adult is not present during the hours of instruction, or the condition of the pupil is such as to preclude benefit from such instruction.

Pupils on home instruction will be accounted for on the attendance register as required by the Department of Education. The name of a pupil on home instruction will not be released at a public Board meeting or placed in a public record.

N.J.S.A. 18A:46-10

N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1

Adopted: 31 March 2010



### 2414 PROGRAMS FOR PUPILS AT RISK (M)

#### M

The Board of Education recognizes that certain conditions place children at risk of not acquiring the knowledge, skills, behaviors, and attitudes necessary for school success, school completion, and successful functioning as an adult in society.

A “pupil at risk” means a pupil who is in danger of failure to achieve the New Jersey Core Curriculum Content Standards and the high school graduation requirements or dropping out of school because of specific cognitive, affective, economic, social, and/or health needs. The conditions that may place a pupil at risk include the pupil's failure to acquire the essential skills needed to stay on grade level or the pupil's performance below minimum levels of proficiency; history of adjustment or behavioral problems; placement on long-term suspension for violation of school rules; history of poor school attendance; being limited in English language proficiency; being disruptive or disaffected; pregnancy or parenthood; failure to qualify for promotion or graduation; condition of poverty as defined by his/her eligibility for free meals or free milk and/or exhibiting other characteristics identified by the Board.

Programs and services for pupils at risk shall meet the goals of:

1. Enhancing the health, self-esteem, and acquisition of the life skills necessary for age-appropriate development and productive functioning in the school setting and society;
2. Identifying and assisting pupils who are not meeting standards for behavior and achievement in areas such as attendance, conduct, and mastery of the curriculum, as well as performing below state minimum levels of proficiency; and
3. Improving the school climate so that pupils experience school as a safe, supportive, and disciplined place where academic and interpersonal growth and learning can take place.

Programs and services for pupils at risk may be offered during the regular school day, beyond the regular school day, or during the summer. Any such programs and services that do not require the services of a teaching staff member or cannot be reasonably accommodated in the school setting may be delivered by qualified persons who are not necessarily certified but are supervised by appropriately certified teaching staff members.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2414/Page 2 of 2  
PROGRAMS FOR PUPILS AT RISK (M)

The Board shall provide staff training necessary to implement the programs and services for pupils at risk.

N.J.A.C. 6:8-1.1 et seq.

Adopted: 31 March 2010



### ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS AND ACCOUNTABILITY (M)

#### 2415.01 ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS AND ACCOUNTABILITY (M)

#### **M**

The No Child Left Behind Act of 2001 (NCLB), §1111, requires New Jersey to have an accountability system to include challenging academic content and academic achievement standards. New Jersey's Core Curriculum Content Standards define those skills needed for children to be successful in the twenty-first century economy. These skills are measured by State assessments and New Jersey's accountability design determines a school's progress toward meeting established standards. This progress measure is referred to as Adequate Yearly Progress (AYP).

#### Testing Requirements

In accordance with NCLB, beginning in the 2002-2003 school year, schools must administer language arts/literacy and mathematics tests in three grade spans: grades 3 through 5, grades 6 through 8, and grades 10 through 12 in all schools. By the 2005-2006 tests must be administered every year in grades three through eight and one year in grades ten through twelve. Beginning in the 2007-2008 school year, science achievement must also be tested. At least 95% of each pupil group must participate in the assessment process. Pupils who have been enrolled in the school for less than one academic year are not included in the accountability process. Pupils with disabilities who are moved from their neighborhood school to receive services at another school will be included in their home school's accountability process. Pupils with limited English proficiency must also be assessed, with accommodations. Pupil progress must also be assessed by pupil group (pupils from major racial and ethnic groups, economically disadvantaged pupils, pupils with disabilities, and pupils with limited English proficiency) in accordance with the requirements of NCLB.

#### Adequate Yearly Progress (AYP)

The New Jersey Department of Education (NJDOE) will establish starting points for AYP and incremental increases in expectations for all schools with the goal of all schools and pupil groups reaching 100 percent proficiency in language arts/literacy, math, and science by the 2013-2014 school year.

#### School Level Accountability

The school's proficiency statistics in each area and pupil subgroup will be compared to the State-wide benchmarks. Results for subgroups with fewer than the number of pupils



### ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS AND ACCOUNTABILITY (M)

designated by the NJDOE will be suppressed or excluded from the analysis. Intervals of confidence of 90% will be applied to school results. If a subgroup is identified as not having met AYP, “safe harbor” may be reached if the percentage of pupils not meeting AYP has decreased by 10% from the previous school year.

#### NJDOE School Classification System

The NJDOE will classify schools into six categories of progress based on a school’s progress toward meeting the established standards. These categories are:

1. Category I – Schools in Need of Improvement

These schools did not achieve AYP and have an achievement gap of more than 25% in attaining the State standards. The progress achieved by these schools demonstrates that significantly greater assistance is needed to reach full State standards.

This includes those schools that met the above criteria for one or more grade levels, even though they also achieved Category II, Schools in Performance Monitoring, in another grade level.

2. Category II – Schools in Performance Monitoring

These schools did not achieve AYP; however the schools have demonstrated the ability to make progress toward incrementally eliminating the achievement gap; 25% or less of pupils failed to achieve the State standards in one content area. If AYP is not made in the next academic year the school will enter Category I.

Category II includes those schools that met the above criteria even though they also achieved Category III, Schools Approaching the Standards, in another grade level.

3. Category III – Schools Approaching the Standards

These schools have nearly achieved AYP; less than 5% of pupils have not achieved State standards in only one content area. These schools are likely to meet the State standards within one academic year. However, if AYP is not made in the next academic year the school will enter Category II.



### ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS AND ACCOUNTABILITY (M)

Category III includes those schools that met the above criteria even though they also achieved Category IV, Schools Receiving Conditional Approval, in another grade level.

4. Category IV – Schools Receiving Conditional Approval

These schools have achieved their designated AYP and are progressing toward meeting the State standards. These schools must be monitored for maintenance of achievement.

Category IV includes those schools that met the above criteria even though they also achieved Category V, Schools Receiving Full Approval, in another grade level.

5. Category V – Schools Receiving Full Approval

Category V schools have met State standards in at least one of the prior two years in each subject area.

6. Category VI – Schools Demonstrating Excellence

Category VI schools have always met or exceeded State standards and may be considered exemplary models of success.

#### The School Improvement Process

Schools that have not made adequate yearly progress for two consecutive school years in the same content area will be identified as needing school improvement before the beginning of the next school year. If any school in the district is identified as a Title I school in need of improvement, the following steps need to be taken in the Title I portion of the Consolidated Application/Plan for funding of programs governed under the No Child Left Behind Act. The plan must be developed in accordance with NCLB §1116 and NJDOE guidelines and shall include:

1. Improvement Plan – The school must develop a two-year improvement plan showing programs and strategies that will be adopted to improve teaching and learning.
2. Professional Development – The school must provide professional development for the school's staff to improve their skills. At least ten



### ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS AND ACCOUNTABILITY (M)

percent of the school's Title I allocation for two years must be spent to support these professional development activities.

3. Intra-district Choice – The district must develop and offer an intra-district school choice program that includes the process to be used to notify parent(s)/legal guardian(s) of pupils enrolled in the school of the school's designation as a school in need of improvement. An intra-district school choice program must offer parent(s)/legal guardian(s) the opportunity to transfer their child to another school within the district that is not identified for improvement.
4. Supplemental Services – The school must offer and provide supplemental educational services to disadvantaged children in accordance with NCLB and NJDOE guidelines.

Districts with schools that fail to make AYP, after being identified as needing school improvement, by the end of the first full year after identification must continue to

1. Offer the intra-district school choice option to parent(s)/legal guardian(s);
2. Make available supplemental educational services in accordance with NCLB §1116; and
3. Provide technical assistance in accordance with NCLB §1116.

Districts that have schools that fail to make AYP by the end of the second full year after being identified as needing school improvement must continue 1, 2 and 3 above and take at least one of the following corrective actions as identified in NCLB:

1. Replace the school staff who are relevant to the failure to make adequate yearly progress;
2. Institute and fully implement a new curriculum that includes appropriate professional development for all relevant staff that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving pupils and enabling the school to make adequate yearly progress;
3. Significantly decrease management authority at the school level;



### ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS AND ACCOUNTABILITY (M)

4. Appoint an outside expert to advise the school on its progress toward making adequate yearly progress based on its school plan;
5. Extend the school year or school day for the school; and/or
6. Restructure the internal organizational structure of the school.

If, after one full year of corrective action, a school subject to corrective action continues to fail to make AYP, the district shall continue to offer the intra-district school choice option, make available supplemental educational services and prepare a plan and make necessary arrangements for alternative governance in accordance with NCLB §1116.

The district may delay, for a period not to exceed one year, implementation of certain corrective action and/or restructuring in accordance with NCLB §1116.

Funds for transportation and supplemental educational services shall be provided in accordance with NCLB, §1116.

No Child Left Behind §1116

Adopted: 16 March 2009



### 2415.02 TITLE I – FISCAL RESPONSIBILITIES (M)

#### M

The Holland Township Board of Education will comply with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001.

#### Maintenance of Effort

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(a), the Holland Township Board of Education will maintain a combined fiscal effort per pupil, or aggregate expenditures, of State and local funds with respect to the provision of the free public education in the Local Education Agency (LEA) for the preceding fiscal year that is not less than ninety percent of the combined fiscal effort per pupil, or the aggregate expenditures, for the second preceding fiscal year.

#### Comparability with Multiple Schools

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(c), the Holland Township Board of Education directs the Superintendent to assign teachers, administrators, and auxiliary personnel to the schools in such a way that the equivalence of personnel is ensured among schools.

#### Comparability of Materials and Supplies

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(c), the Holland Township Board of Education directs the Superintendent to distribute curriculum materials and instructional supplies to the schools in such a way that the equivalence of such material is ensured among schools.

No Child Left Behind Act of 2001, §1120A

Adopted: 16 March 2009



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2415.02/Page 2 of 2  
TITLE I – FISCAL RESPONSIBILITIES (M)



### 2415.03 HIGHLY QUALIFIED TEACHERS (M)

#### M

The No Child Left Behind Act (NCLB) requires all teachers be or become highly qualified in the core academic content area(s) they teach in accordance with the United States Department of Education and the New Jersey Department of Education highly qualified teacher requirements.

Teachers who have achieved highly qualified status retain highly qualified status permanently for the teaching assignment designated on the approved highly qualified teacher forms. No teacher providing direct instruction in core content areas is grandfathered or exempt from this process.

The district shall maintain the appropriate highly qualified documentation for all teachers who provide direct instruction in core content areas. When a teacher changes teaching assignments, which requires different content expertise, additional highly qualified teacher forms must be completed and kept on file within the district. Highly qualified teacher documentation should be completed for all new teachers and for those with new teaching assignments at the beginning of each school year.

When a teacher obtains employment in a new school district, the new district must contact the previous place of employment to have the teacher's official highly qualified teacher forms sent to the new district. A teacher hired from another State must hold New Jersey certification and must meet New Jersey's highly qualified teacher requirements. Out-of-State teachers may provide documentation to support their highly qualified teacher status from the previous State in which they taught.

All Title I schools must send out a Right-to-Know letter in the beginning of every school year informing parent(s) or legal guardian(s) that they have the right to know the qualifications of their child's teacher. The letter should be sent by all Title I and non-Title I districts. In addition, in all Title I schools, the parent(s) or legal guardian(s) of pupils whose teacher is not yet highly qualified must be notified. Copies of these letters must be kept on file in the school.

No Child Left Behind Act of 2001, §1119

Adopted: 16 March 2009



# POLICY

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## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2415.03/Page 2 of 2  
HIGHLY QUALIFIED TEACHERS (M)



### 2415.04 TITLE I - PARENTAL INVOLVEMENT (M)

#### M

A school district that receives Title I funds must implement programs, activities and procedures for the involvement of parents in programs assisted by Title I funding. The district will reserve not less than one percent of its allocation under Subpart 2 to carry out these requirements, which shall include promoting family literacy and parenting skills. Parents of pupils receiving Title I services shall be involved in the decisions regarding how funds will be allotted for parental involvement activities. The district is not required to reserve at least one percent of its allocation under Subpart 2 if the one percent of the district's allocation is \$5,000.00 or less.

Each school served with Title I funds shall jointly develop with, and distribute to, parents of participating pupils, this parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of No Child Left Behind Act (NCLB) of 2001, §1119(a) through (f). Parents will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents and schools within the district.

“Parent”, for the purposes of this policy, means a parent and/or legal guardian. “School”, for the purposes of this policy, is a specific school in a Target Assistance Title I program or schools within the district in a school-wide Title I program.

#### Policy Involvement

Each school served with Title I funds will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of their school's participation and the requirements of this Policy, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning,



review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under NCLB, §1114(b)(2);

4. Provide parents of participating pupils:
  - a. Timely information about programs required by NCLB, §1118;
  - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure pupil progress, and the proficiency levels pupils are expected to meet; and
  - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
5. Submit any parent comments on the plan when the school makes the plan available to the Board of Education, if the school-wide program plan under §1114(b)(2) of NCLB is not satisfactory to the parents of participating pupils.

### Shared Responsibilities For High Pupil Academic Achievement

Each school served by Title I funds shall jointly develop with parents of all pupils served with Title I funds, a school-parent compact that outlines how parents, the entire school staff, and pupils will share the responsibility for improved pupil academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact will:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the pupils served by Title I funds to meet the State's pupil academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and



### TITLE I - PARENTAL INVOLVEMENT (M)

2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
  - a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual pupil's achievement;
  - b. Frequent reports to parents on their children's progress; and
  - c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

#### Building Capacity For Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve pupil academic achievement, each school and school district assisted with Title I funds:

1. Shall provide assistance to parents of pupils served by the school in understanding such topics as the State's academic content standards and State pupil academic achievement standards, State and local academic assessments, the requirements of this Policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. Shall educate teachers, pupil services personnel, Building Principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent



### TITLE I - PARENTAL INVOLVEMENT (M)

resource centers, that encourage and support parents to more fully participate in the education of their children;

5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
6. May involve parents in the development of training for teachers, Principals, and other educators to improve the effectiveness of such training;
7. May provide necessary literacy training from Title I funds if the school district has exhausted all other reasonably available sources of funding for such training;
8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
9. May train parents to enhance the involvement of other parents;
10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
11. May adopt and implement model approaches to improving parental involvement;
12. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;
13. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
14. Shall provide such other reasonable support for parental involvement activities under this Policy as parents may request.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2415.04/Page 5 of 5  
TITLE I - PARENTAL INVOLVEMENT (M)

### Accessibility

In carrying out the parental involvement requirements of NCLB, §1118 and this Policy, the school and school district, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, to include providing information and school reports required under NCLB, §1111 in a format and, to the extent practicable, in a language such parents understand.

The district will inform parents of any parental information and resource centers that provide training, information, and support to parents and individuals who work with local parents, school districts, and schools receiving Title I funds.

The Superintendent of Schools will submit this Policy to the New Jersey Department of Education for review to be sure the Policy meets the requirements of NCLB, §1118.

No Child Left Behind Act of 2001, §1118

Adopted: 16 March 2009



2415.05 PUPIL SURVEYS, ANALYSIS AND/OR EVALUATIONS (M)

### M

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. §1232h; 34 CFR Part 98) applies to school districts that receive funding from the United States Department of Education.

#### Consent

PPRA requires written consent from parents/legal guardians and pupils who are eighteen years old or emancipated minor pupils before minor pupils are required to participate in a survey, analysis, or evaluation funded in whole or in part by a program of the United States Department of Education that concerns one or more of the following nine areas referred to as “protected information surveys”:

1. Political affiliations or beliefs of the pupil or pupil’s parent;
2. Mental or psychological problems of the pupil or pupil’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the pupil or parents;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
9. Social security number.

This consent requirement also applies to the collection, disclosure or use of pupil information for marketing purposes, referred to as “marketing surveys”, and for certain physical examinations and screenings.



### “Opt a Pupil Out” Notice

The parents and eligible pupils will be provided an opportunity to opt a pupil out of participating in:

1. The collection, disclosure, or use of personal information obtained from pupils for marketing, to sell, or otherwise distribute information to others;
2. The administration of any other “protected information survey” not funded in whole or in part by the United States Department of Education; and
3. Any non-emergency, invasive physical examination required as a condition of attendance, administered by the school district or its agents, and not necessary to protect the immediate health and safety of a pupil, except for hearing, vision, scoliosis screenings, or any physical examination or screening permitted or required under State law.

### Inspection

The parents and eligible pupils, upon request and before administration or use, have the right to inspect:

1. Protected information surveys of pupils;
2. Instruments used to collect personal information from pupils for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

The NCLB Supervisor shall be responsible for obtaining the consent, annual direct notification to parents and eligible pupils at the start of each school year and after any substantive changes of the “opt a pupil out” rights and the inspection rights provisions of PPRA and this Policy. The “opt a pupil out” notice shall include any specific or approximate dates of the activities eligible for a pupil to “opt out.”

### PPRA Consent/Opt Out Violations

Parents or pupils who believe their rights under PPRA may have been violated may file a complaint with United States Department of Education.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2415.05/Page 3 of 3  
PUPIL SURVEYS, ANALYSIS AND/OR EVALUATIONS (M)

The Protection of Pupil Rights Amendment (PPRA)  
(20 U.S.C. §1232h; 34 CFR Part 98)  
No Child Left Behind Act of 2001, Title X, Part F, §1061

Adopted: 16 March 2009



### 2415.06 UNSAFE SCHOOL CHOICE OPTION (M)

#### M

The Unsafe School Choice Option (USCO) provision of The No Child Left Behind Act of 2001 (NCLB) §9532 contains two provisions that apply to school districts that receive funds under NCLB: Provision I - Persistently Dangerous Schools and Provision II - Victims of Violent Criminal Offenses.

Effective the beginning of each school year, school districts receiving NCLB funds must be prepared to complete the transfer of pupils who choose to exercise Provision I and Provision II of NCLB and this Unsafe School Choice Option Policy. Compliance with the Policy is a condition of receiving funds under any and all titles under NCLB. The Superintendent is required to certify compliance with this USCO Policy to the New Jersey Department of Education (NJDOE) in the application for NCLB funds.

#### USCO Policy Provision I - Persistently Dangerous Schools (PDS)

##### 1. Criteria for Determining Persistently Dangerous Schools.

A persistently dangerous school is a public elementary or secondary school building (except for Regional Day Schools, Educational Services Commissions and Special Services School Districts) that meets the objective criteria determined by the New Jersey Department of Education (NJDOE) for three consecutive years and is part of a school district that receives funds under NCLB. The NJDOE will use the most current available data from the Electronic Violence and Vandalism Reporting System (EVVRS) to identify persistently dangerous schools on or before July 31 of each year, in compliance with federal regulations (68 FR 16789).

##### 2. Procedures and Guidelines for Schools Determined to be Persistently Dangerous.

Once the district receives notification a school is identified as persistently dangerous, the district must inform all parents of enrolled pupils in the school of the designation within fifteen calendar days of the notice and offer them the option for their children to transfer to a safe public school within the district by the beginning of the respective school year. The district must complete all transfers by the beginning of the school year following the July notification.



Pupils are not required to accept the transfer option, but they must be afforded the opportunity to do so. Parental notice regarding the status of the school and the offer to transfer pupils should be made simultaneously. Parents of enrolled pupils must be notified of the persistently dangerous designation whether or not there is another school within the district for the transferring pupils.

To the extent possible, the district will allow transferring pupils to transfer to schools that are making adequate yearly progress in accordance with NCLB and have not been identified as being in need of school improvement, corrective action or restructuring. The district will take into account the needs and preferences of the affected pupils and parents.

3. Corrective Action Plan for a School Identified as Persistently Dangerous.

If a school in the district is identified as persistently dangerous, the district will submit to the NJDOE, on or before August 25, documentation of compliance with the parent notification requirement and actions taken to complete the transfer arrangements for all pupils exercising the option by the first day of the school year. The district will also develop and submit for approval a corrective action plan to the NJDOE on or before September 30 of the same year, which will apply to the respective school year. The corrective action plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide schools with guidance for their corrective action plans, as well as monitor the school district's timely completion of the approved plans.

In the spring of each following year, the NJDOE will re-evaluate the status of a school identified as persistently dangerous. The NJDOE will review the school's progress towards completing their corrective action plan and compare the current year's incidents of violence, as reported on the EVVRS, to the criteria for determining persistently dangerous schools (PDS). A school identified as maintaining the persistently dangerous designation will be notified by the NJDOE on or before July 31 of the respective year and will be required to submit for approval a revised corrective action plan by August 25 of that year, which will apply to the respective school year. The school district must inform all parents of enrolled pupils in the school of the designation within fifteen calendar



days of the notice and offer them the option for their children to transfer to a safe public school by the beginning of the respective school year.

A school no longer designated persistently dangerous will be notified on or before July 31 of the respective year. The persistently dangerous designation will be removed after one or more years contingent upon successful fulfillment of the criteria for removal, as determined by and in accordance with guidance provided by the NJDOE.

4. Procedures and Guidelines for Early Warning of Schools.

Effective in 2004, if a school meets the criteria set forth in this Policy for two consecutive years, the district will be notified of their pattern of offenses on or before August 15 of each year. If notified, the district will develop and submit to the NJDOE for approval a corrective action plan on or before September 30 of the same year, which will apply to the respective school year. The corrective action plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school with guidance for their corrective action plan, as well as monitor the school's timely completion of the approved plan. This school shall become a top priority for intensified district support for research-based programs and technical assistance. A school receiving an "early warning" notice is not required to provide the transfer option to pupils.

In the spring of each following year, the NJDOE will reevaluate the school's progress towards completing their corrective action plan and compare the current year's incidents of violence, as reported on the EVVRS, to the criteria for determining persistently dangerous schools. Schools will be notified of their status on or before July 31 of the respective year.

A school that has successfully completed their corrective action plan and reported violent incidents that no longer meet the Criteria for Determining Persistently Dangerous Schools for one school year (the year in which the corrective action plan was in effect) will no longer be required to submit a Corrective Action Plan.

A school that does not successfully complete their Corrective Action Plan and that meets the criteria set forth in this Policy for a third consecutive



year will be designated as persistently dangerous and will be required to submit for approval a revised corrective action plan on or before September 30 of that year, which will apply to the respective school year. The district will also provide the transfer option to pupils in the school designated as persistently dangerous.

5. Schools Not Receiving NCLB Funds, but Meeting the Criteria for PDS.

School buildings and districts that do not receive federal funds under NCLB, but meet any one of the criteria for persistently dangerous schools, will be contacted by the NJDOE and be required to develop and submit for approval a Corrective Action Plan on or before September 30 of the respective year. The Corrective Action Plan must be completed in the format provided by the NJDOE and describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school guidance for their corrective action plan, as well as monitor the school's timely completion of the approved plan.

### USCO Policy Provision II - Victims of Violent Criminal Offenses

The Victim of Violent Criminal Offenses provision of NCLB requires a pupil who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary or secondary school that the pupil attends, be allowed to attend a safe public elementary or secondary school within the district, including a public charter school.

The Superintendent will consult with the Board attorney and communicate with designated local and/or county law enforcement authorities, per the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials and N.J.A.C. 6A:16-6.2(b)12, on questions and issues that arise in the implementation of the individual victims of violent criminal offenses section of this Policy.

1. Criteria for Determining Victims of Violent Criminal Offenses

The following criteria must be used to determine when an enrolled pupil has become a victim of a violent criminal offense while in or on the grounds of a public elementary or secondary school that the pupil attends. These criteria only apply to a pupil who has become a victim of one or more of the violent criminal offenses enumerated below:



A pupil is considered a victim of a violent criminal offense when:

- a. A referral has been made to law enforcement officials for suspicion that one of the violent criminal offenses enumerated below has occurred; and
- b. One or more of the following applies:
  - (1) Law enforcement officials have filed formal charges against the perpetrator(s) for commission of the violent crime; or
  - (2) The perpetrator(s) of the violent crime has been disciplined in accordance with school policy; or
  - (3) The perpetrator(s) of the violent crime either has not been identified or is not an enrolled pupil(s), but it is clear that the pupil (victim) has become a victim of a violent criminal offense based on objective indicators such as physical evidence, eyewitness testimony, and/or circumstantial evidence; or
  - (4) The pre-existence of a restraining order against the perpetrator(s) of the violent crime.

## 2. Procedures and Guidelines

Effective the first day of each school year beginning in 2003, the district must be prepared to begin the transfer of any pupil who chooses to exercise the unsafe school choice option provision. The district must offer, within ten calendar days, an opportunity to transfer to a safe public school within the district to any pupil who has become a victim of a violent criminal offense while in or on the grounds of a public school that the pupil attends. While the pupil must be offered the opportunity to transfer, the pupil may elect to remain at the school.

To the extent possible, the district will allow any transferring pupil to transfer to a school that is making adequate yearly progress in accordance with NCLB and has not been identified as being in need of school improvement, corrective action or restructuring. The district will take into account the needs and preferences of the affected pupil and his or her



parent(s). Transfers must occur within thirty days of the determination that the pupil was a victim of a violent criminal offense.

### 3. Violent Criminal Offenses

The violent criminal offenses under New Jersey statutes that apply to the individual victim provision are identified and explained below. The offenses apply to completed offenses, as well as threats and attempts to commit the offenses. The offenses and attempts to commit the offenses apply only when they occur in or on the grounds of a school that the pupil attends. The offenses apply whether they occur wholly or in part in or on the grounds of a school that the pupil attends.

The offenses apply only to acts or attempts that are directed at a person (victim) or a group of specified individuals (victims), rather than acts that indiscriminately affect the entire school population or non-specified individuals or groups. For the purposes of this Unsafe School Choice Option Policy, the term “victim” shall not include a pupil who purposely, knowingly or recklessly provokes the conduct constituting the criminal incident against him or her.

### 4. Applicable Violent Criminal Offenses

Below is a description of each applicable violent criminal offense that is based upon New Jersey statutes and references to statutory citations that provide complete explanations of each designated offense. The descriptions provided below are not intended to be a complete explanation of each offense or a substitute for the actual provisions of the authorizing statutes. Instead, the descriptions are provided as an aid in facilitating understanding of the general intent and practical applications of the violent criminal offenses that pertain to this Unsafe School Choice Option Policy.

- a. Homicide [N.J.S.A. 2C:11-2] - A person is a victim of a homicide when he or she is the child, sibling or other relative of a decedent, resulting from someone purposely, knowingly or recklessly causing the death of the pupil’s parent, sibling or relative in or on school grounds.
- b. Assault [N.J.S.A. 2C:12-1(a)(1) and 2C:12-1(b)(1)] - A person is a victim of an assault when the actor purposely, knowingly or recklessly causes bodily injury to the victim [N.J.S.A. 2C:12-



1(a)(1)]; negligently, recklessly, knowingly or purposely causes bodily injury to the victim with a deadly weapon [N.J.S.A. 2C:12-1(a)(2), N.J.S.A. 2C:12-1(b)(2) and N.J.S.A. 2C:12-1(b)(3)]; attempts by physical menace to put the victim in fear of imminent serious bodily injury [N.J.S.A. 2C:12-1(a)(3)]; or knowingly points a firearm at or in the direction of the victim, whether or not the actor believes it to be loaded. [N.J.S.A. 2C:12-1(d)(4)].

- c. Aggravated Sexual Assault [N.J.S.A. 2C:14-2] - A person is a victim of an aggravated sexual assault when the actor commits an act of sexual penetration with the victim under any of the following circumstances:
- (1) The victim is less than thirteen years old.
  - (2) The victim is:
    - (a) At least thirteen, but less than sixteen years old; and
      - (i) The actor is related to the victim by blood or affinity to the third degree; or
      - (ii) The actor has supervisory or disciplinary power over the victim by virtue of the actor's legal, professional or occupational status; or
      - (iii) The actor is a foster parent, a legal guardian or stands in loco parentis within the household.
  - (3) The act is committed on the victim during the commission, or attempted commission, whether alone or with one or more persons, of robbery, kidnapping, homicide, aggravated assault on another, burglary, arson or criminal escape.
  - (4) The actor is armed with a weapon or any object fashioned in such a manner as to lead the victim to reasonably believe it to be a weapon and threatens by word or gesture to use the weapon or object on the victim.



- (5) The actor is aided or abetted by one or more other persons and the actor uses physical force or coercion on the victim.
  - (6) The actor uses physical force or coercion and severe personal injury is sustained by the victim.
  - (7) The victim is one whom the actor knew or should have known was physically helpless, mentally defective or mentally incapacitated.
5. Sexual Assault - A person is a victim of a sexual assault when:
- a. The actor commits an act of sexual contact with a victim who is less than thirteen years old and the actor is at least four years older than the victim; or
  - b. The actor commits an act of sexual penetration with a victim under any of the following circumstances:
    - (1) The actor uses physical force or coercion, but the victim does not sustain severe personal injury.
    - (2) The victim is at least sixteen but less than eighteen years old.
    - (3) The actor has supervisory or disciplinary power of any nature or in any capacity over the victim.
    - (4) The victim is at least thirteen but less than sixteen years old and the actor is at least four years older than the victim.
6. Bias Intimidation [N.J.S.A. 2C:16-1(a)] - A person is a victim of the crime of bias intimidation when an actor commits, attempts to commit, conspires with another to commit or threatens the immediate commission of an offense specified in chapters 11 through 18 of Title 2C of the New Jersey Statutes; N.J.S.A. 2C:33-4; N.J.S.A. 2C:39-3; N.J.S.A. 2C:39-4 or N.J.S.A. 2C:39-5 in the following circumstances:



- a. With a purpose to intimidate a victim or a group of specified victims because of race, color, religion, gender, handicap, sexual orientation or ethnicity; or
  - b. Knowing that the conduct constituting the offense would cause a victim or a group of specified victims to be intimidated because of race, color, religion, gender, handicap, sexual orientation or ethnicity; or
  - c. Under circumstances that caused any victim of the underlying offense to be intimidated and the victim, considering the manner in which the offense was committed, reasonably believed either that:
    - (1) The offense was committed with a purpose to intimidate the victim or any person or entity in whose welfare the victim is interested because of race, color, religion, gender, handicap, sexual orientation or ethnicity; or
    - (2) The victim or the victim's property was selected to be the target of the offense because of race, color, religion, gender, handicap, sexual orientation or ethnicity.
7. Terroristic Threat [N.J.S.A. 2C:12-3(a) and 2C:12-3(b)] - A person is a victim of a terroristic threat when the actor threatens to commit one of the violent criminal offenses enumerated under the USCO Policy Provision II against the victim with the purpose to put the pupil in imminent fear of one of the violent crimes enumerated in the USCO Policy Provision II under circumstances reasonably causing the victim to believe the immediacy of the threat and the likelihood that it will be carried out. The definition of terroristic threat applies to N.J.S.A. 2C:12-3(a) insofar as the threat was directed at a person (victim) or a group of specified individuals (victims).
8. Robbery [N.J.S.A. 2C:15-1] - A person is a victim of a robbery when the actor, in the course of committing a theft, inflicts bodily injury; or uses force upon the victim; or threatens the victim with or purposely puts the victim in fear of immediate bodily injury.
9. Kidnapping [N.J.S.A. 2C:13-1] - A person is a victim of a kidnapping when the actor unlawfully removes the victim from the school or school grounds; or the actor unlawfully confines the victim with the purpose of



holding the victim for ransom or reward as a shield or hostage; or the actor unlawfully removes the victim from the school or school grounds or a substantial distance from where he or she is found in school or on school grounds; or if the actor unlawfully confines a pupil for a substantial period of time to facilitate commission of a crime or flight thereafter, or to inflict bodily injury on or terrorize the victim.

10. Arson [N.J.S.A. 2C:17-1] - A person is a victim of arson when the actor starts a fire or causes an explosion in or on the grounds of a school whereby purposely or knowingly the victim or group of specified victims are in danger of death or bodily injury; or with the purpose of destroying or damaging the victim's or group of specified victim's property that is in the school or on school grounds.

### Miscellaneous Provisions of USCO

1. Transfer Time Period – Persistently Dangerous Schools

The transfer will be temporary and will be in effect as long as the pupil's original school is identified as persistently dangerous.

2. Charter School Transfer Option

While NCLB permits affected pupils to be afforded the opportunity to attend a public charter school, in addition to a safe public elementary school or secondary school within the school district, the application of this provision in New Jersey is limited. Transfers to a charter school can only occur as a part of the charter school's "equal opportunity" selection process and among charter schools administered under the same managing authority (i.e., charter schools within the charter school district).

Since charter schools in New Jersey are considered public LEA's, pursuant to N.J.S.A. 18A:36A-3, operated independently of a local board of education, transfers may only take place among charter schools within the LEA. Therefore, pupils may be permitted to transfer to another charter school that is administered under the same managing authority of the charter school, but are not permitted to transfer to a school in the local public school district administered by a local board of education.

However, pursuant to N.J.S.A. 18A:36A-7, a charter school must be open to all pupils on a space available basis and may not discriminate in its



admission policies or practices (although it may establish reasonable criteria to evaluate prospective pupils), and in accordance with N.J.S.A. 18A:36A-8, if there are more applications to enroll in the charter school than there are spaces available, the charter school must select pupils to attend using a random selection process for enrollment.

### 3. Funding Sources for USCO

The Unsafe School Choice Option law does not authorize resources specifically to help cover USCO costs. However, under certain circumstances Federal funds may be used. For example, funds under SDFSCA (Title IV, Part A of the NCLB) may be used to establish safe zones of passage to and from school to ensure that pupils travel safely on their way to school and on their way home [Section 4115(b)(2)(E)(v)]. In addition, SDFSCA funds may be used to help cover costs such as tuition or transportation related to the Unsafe School Choice Option or expansion of public school choice [Section 5121(8) and 5131(12 and (25))].

### 4. Special Education Pupils

The district will provide transferred special education pupils with the program required by the pupil's Individualized Education Program (IEP).

### 5. Transfer Schools

In the event there is not another school within the school district for a transferring pupil, the district is not required to transfer the pupil to a school outside the school district.

Under the federal regulations (68 FR 16789), this Policy only applies to offenses that occur in the 2003–2004 school year and thereafter. Beginning with the 2004–2005 school year, the district must provide the transfer option to victims of violent criminal offenses that occurred in the previous school year, if the determination that the pupil was a victim was made thirty days or fewer before the end of the school year.

The district will use the school choice option as one response to incidents of victimization. Additionally, the district will develop and implement appropriate strategies for addressing the circumstances that contribute to or support victimization, as well as consistently and proactively manage individuals who have victimized pupils. The district will promote the importance of school safety and respond to the needs of pupils and staff. Pursuant to the law, the district will provide an opportunity for pupils, parents



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2415.06/Page 12 of 12  
UNSAFE SCHOOL CHOICE OPTION (M)

and school district and law enforcement personnel to discuss methods for keeping schools safe from violence; to create school safety plans; and to recognize pupils in need of help. The district will organize activities to prevent school violence, including, but not limited to, age-appropriate opportunities for pupil discussion on conflict resolution, issues of pupil diversity and tolerance. Law enforcement personnel will be invited to join members of the teaching staff in the discussions. Programs shall also be provided for school district employees that are designated to help school district employees recognize warning signs of school violence and to instruct school district employees on recommended conduct during an incident of school violence.

N.J.S.A. 18A:17-46 requires a public hearing in the third week in October of each year for the Superintendent to report to the Board all acts of violence and vandalism that occurred in the district during the previous school year. The public hearing shall be transcribed and kept on file in the Board of Education Office. The transcript shall be made available to the public upon request. The Board must also file the transcript with the NJDOE for review.

No Child Left Behind Act of 2001 §9532

Adopted: 16 March 2009



### 2415.20 NO CHILD LEFT BEHIND COMPLAINTS (M)

#### M

Pursuant to 20 USC 7844, Sec 9304 (a)(3)(C), of the No Child Left Behind Act of 2001 (NCLB), a Board of Education shall adopt a policy and written procedures that offer parent(s) or legal guardian(s), public agencies, other individuals, or organizations a method for receipt and resolution of complaints alleging violations in the administration of the NCLB programs as identified by the New Jersey Department of Education (NJDOE).

Policy and Regulation 2415.20 set forth the requirements for resolving complaints presented by any individual or organization that:

1. A school, school district, other agency authorized by the school district, or by the NJDOE violated the administration of education programs required by the Elementary and Secondary Education Act as amended by NCLB; and/or
2. The NJDOE violated the administration of education programs required by the Elementary and Secondary Education Act as amended by NCLB.

A Complaint shall be a written allegation that shall identify the alleged NCLB violation, the facts supporting the alleged violation, and any supporting documentation.

A Complaint alleging a school in the district, school district, or other agency authorized by the school district, or the NJDOE violated the administration of a program must be submitted to the district administrator responsible for NCLB compliance. The district administrator responsible for NCLB compliance shall be responsible to coordinate the investigation of the Complaint. The district administrator responsible for NCLB compliance shall submit a written report regarding the outcome of the investigation to the complainant. If the complainant is not satisfied with the outcome of the investigation, the complainant may initiate a Complaint by submitting a written Complaint to the NJDOE to the attention of the County Superintendent. The County Superintendent will coordinate the investigation of a Complaint. When the investigation is complete, the County Superintendent will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the Assistant Commissioner assigned to oversee the matter shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint. If the complainant does not agree with the NJDOE's decision, the complainant may appeal to the United States Department of Education Secretary.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2415.20/Page 2 of 2  
NO CHILD LEFT BEHIND COMPLAINTS (M)

A Complaint alleging the NJDOE violated the administration of a program must be submitted to the New Jersey Department of Education Chief of Staff or the United States Department of Education Secretary. The NJDOE requests the complainant first contact the New Jersey Department of Education Chief of Staff to resolve the issue. The NJDOE Office of Strategic Initiatives and Accountability will coordinate the investigation of a Complaint. When the investigation is complete, the Chief of Staff will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the Chief of Staff shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint. If a complainant does not agree with the NJDOE's decision, the complainant may appeal to the United States Department of Education Secretary.

New Jersey Department of Education 1/26/07 Memorandum – No Child Left Behind Complaint Policy and Procedure

Adopted: 16 March 2009



### 2415 NO CHILD LEFT BEHIND PROGRAMS (M)

#### M

The No Child Left Behind Act (NCLB) of 2001 is a reauthorization of the Elementary and Secondary Education Act (ESEA)/Improving America's Schools Act (IASA) 1994, providing funds to help all New Jersey's school children achieve, at a minimum, proficiency in the State standards. NCLB embodies four key principles or pillars of education reform: accountability, flexibility, choice, and methodology. The Board of Education elects to augment the instructional program of pupils by projects supported by federal funds allocated under NCLB and the district will comply with the requirements of all the programs authorized by NCLB.

The district may be eligible for several grant programs funded through NCLB, including, but not limited to, Title I through Title VI. Many of the Titles of NCLB have several parts and subparts that provide a funding source for specific purposes.

#### Application Procedure

The district will submit an annual No Child Left Behind Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE and NCLB for the district to be considered for funding under NCLB.

#### Covered Programs

The intent of NCLB is that all children will meet State academic achievement standards to reach their potential through improved programs. The NCLB Consolidated Formula Subgrant includes the following programs:

1. Title I, Part A provides the programs and resources for disadvantaged pupils to meet this intent. It requires the State and the district to close the achievement gap by placing a highly qualified teacher in every classroom, improving the qualifications of paraprofessionals who work with disadvantaged pupils, and using instructional practices that have proven to be effective.
2. Title I, Part D serves neglected and delinquent youth in institutions, community day programs, and correctional facilities to assure they also attain high academic levels of performance.



3. Title II, Part A provides the resources for improving teacher and Principal quality and increasing the number of highly qualified teachers and Principals in classrooms and schools, thereby raising pupil achievement in the academic subjects. It focuses on preparing, training, and recruiting high-quality teachers and Principals and requires the State to develop plans with annual measurable objectives that will ensure all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.
4. Title II, Part D facilitates comprehensive and integrated educational technology strategies that target the specific needs of individual schools. It improves pupil academic achievement through the use of technology in elementary and secondary schools, while addressing the digital divide such that every pupil is technologically literate by the end of eighth grade. Effective integration of technology resources and systems with teacher training and curriculum development are encouraged in order to identify and showcase best practices in educational technology.
5. Title III, Part A focuses on the teaching of English to limited English proficient (LEP) children, including immigrant children and youth.
6. Title IV, Part A provides resources for fostering a safe and drug-free learning environment that supports academic achievement.
7. Title V, Part A provides a flexible source of funding to help districts in the development and implementation of various innovative reform initiatives.
8. Title VI, Part B addresses the unique needs of rural school districts.
9. Title IX covers the general provisions applicable to some/all of the programs.

Throughout NCLB, the use of solid research to improve teaching and learning as well as pupil behavior is required and promoted, and parent(s)/legal guardian(s) are provided with information and options to improve the educational opportunities provided for their children. The emphasis on scientifically based methodology encourages the use of teaching techniques and practices that are founded on research and proven to produce positive results.

Title I



The largest federal program supporting elementary and secondary education is Title I. NCLB strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also establishes minimum qualifications for teachers and paraprofessionals in Title I programs.

The school district must use the best available measure for identifying children from low-income families to identify eligible school attendance areas, determine the ranking of each area and to determine allocations as identified in the Title I guidelines and regulations.

The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children.

The school district will provide the New Jersey Department of Education assurances it will provide the maximum coordination between the Title I program, the regular school program, and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, children with disabilities and limited English proficient (LEP) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

### Type of Title I Program

The school district will offer a Target Assistance Title I program.

### Target Assistance Program

Schools that are not eligible for (or do not choose to operate) school-wide Title I programs must use Title I funds to provide targeted services to low-achieving pupils. A Target Assistance program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.

### Academic Standards, Academic Assessments and Accountability

The district will comply with the requirements as outlined in Policy 2415.01 - Academic Standards, Academic Assessments and Accountability in accordance with the NJDOE and NCLB.

### Fiscal Responsibility



The district will comply with the requirements as outlined in Policy 2415.02 Title I – Fiscal Responsibilities in accordance with the NJDOE and NCLB.

### Staff

The district will comply with the requirements as outlined in Policy 2415.03 – Highly Qualified Teachers in accordance with the NJDOE and NCLB. In addition, the district will ensure all paraprofessionals meet the requirements as required by NCLB and as outlined in Policy 4125 – Employment of Support Staff Members.

### Parental Involvement

The district will comply with the requirements as outlined in Policy 2415.04 – Parental Involvement in accordance with the NJDOE and NCLB.

### Pupil Surveys, Analysis and/or Evaluations

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive federal funding from the United States Department of Education. The district will comply with the requirements as outlined in Policy 2415.05 - Pupil Surveys, Analysis and/or Evaluations in accordance PPRA.

### Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous or in accordance with the Victims of Violent Criminal Offenses as outlined in NCLB, the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and NCLB.

### Property

Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with State and federal guidelines.

### Capital Expenses

The Superintendent will assure the district abides by New Jersey's Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding



capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school pupils; ensure accounts for any capital funding is separately maintained; assure lease purchase agreements are consistent with applicable statute and administrative code.

### Post-Award Requirements

The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

### Supplement, Not Supplant

Grant funds provide under federal programs, including No Child Left Behind funding, shall supplement, not supplant other non-federal funds that are available to provide programs and services to eligible pupils, unless otherwise provided in the grant program.

### Evaluation

The Superintendent will evaluate the NCLB programs as required by the United States and the New Jersey Departments of Education.

### No Child Left Behind Act of 2001

Adopted: 16 March 2009



### 2416 PROGRAMS FOR PREGNANT PUPILS (M)

#### **M**

No pupil, married or unmarried, who is otherwise eligible for enrollment in this district will be denied an educational program because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood.

The Board of Education reserves the right to require as a prerequisite for participation in the regular instructional program and in the co-curricular program that a pregnant pupil present to the school Principal her physician's written statement that such participation will not be injurious to her health or jeopardize her pregnancy.

The Superintendent shall develop a program of special instruction in health and nutrition and shall direct appropriate teaching staff members to counsel the pregnant pupil, to assist her in securing necessary medical services, to cooperate with community resources on her behalf, and to encourage her toward the completion of an appropriate educational program.

A pregnant pupil who does not wish to attend regular classes or is physically unable to do so during her pregnancy may, with her consent, be assigned to an alternate instructional program which may include home instruction or a program offered by another school district or institution.

The parent(s) or legal guardian(s) of a pregnant pupil under eighteen years of age shall be notified of any change in the pupil's regular educational program.

A pupil who has received an alternate instructional program for reasons associated with pregnancy shall be readmitted to the regular program upon her request and the written statement of her physician that she is physically fit for attendance.

N.J.A.C. 6A:7-1.7

Adopted: 31 March 2010



### PUPIL INTERVENTION AND REFERRAL SERVICES (M)

#### 2417 PUPIL INTERVENTION AND REFERRAL SERVICES (M)

#### M

The Board of Education directs the establishment and implementation of a coordinated system in each school building in which general education pupils are served, for the planning and delivery of intervention and referral services that are designed to assist pupils who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing pupils' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1.

The intervention and referral services shall be provided to aid pupils in the general education program and, pursuant to N.J.S.A. 18A:46-18.1 et seq. and N.J.A.C. 6A:16-8.1 et seq., may be provided for pupils who have been determined to be in need of special education programs and services. The intervention and referral services provided for pupils who have been determined to be in need of special education programs and services shall be coordinated with the pupil's Individualized Education Program team, as appropriate.

The functions of the system of intervention and referral services in each school building shall be to:

1. Identify learning, behavior, and health difficulties of pupils;
2. Collect thorough information on the identified learning, behavior, and health difficulties;
3. Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior, and health difficulties;
4. Provide support, guidance, and professional development to school staff who identify learning, behavior, and health difficulties;
5. Provide support, guidance, and professional development to school staff who participate in the building's system for planning and providing intervention and referral services;
6. Actively involve parent(s) or legal guardian(s) in the development and implementation of intervention and referral services action plans;



7. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;
8. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;
9. Maintain records of all requests for assistance, intervention and referral services action plans, and related pupil information pursuant to N.J.A.C. 6A:16-8.2(a)9;
10. Review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate; and
11. At a minimum, annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the Building Principal for improving school programs and services, as appropriate.

The Board of Education establishes the following guidelines for the involvement of school staff and community members in the building's system of intervention and referral services pursuant to N.J.A.C. 6A:16-8.3.

The I&RS Team will be composed of the Principal or a regular teaching staff member appointed by the Principal to act in his/her place; a regular teaching staff member; an educational services staff member; the staff member who referred a pupil in need of assistance or identified an issue requiring remediation; and such other staff members as may be required to assist the pupil or study the issue.

The I&RS Team will identify pupils in need and plan for appropriate intervention or referral services and/or referral to community resources, based on desired outcomes.

When a pupil is referred to the I&RS Team, the team may provide support and guidance to the pupil's classroom teachers, plan and provide for appropriate interventions, coordinate access to and delivery of school services to the pupil, and coordinate the services of community members and/or community-based social and health provider



### PUPIL INTERVENTION AND REFERRAL SERVICES (M)

agencies that may aid in the development and implementation of intervention and referral services action plans.

Parent(s) or legal guardian(s) shall be notified whenever a pupil is referred to the I&RS Team, except as such notice may be waived by laws protecting abused children and the confidentiality of persons seeking drug or alcohol rehabilitation. Parent(s) or legal guardian(s) shall be offered an opportunity to participate in the development and implementation of intervention and referral services action plans.

The Principal shall, in consultation with the I&RS Team, report to the Board at the end of the school year on the concerns and issues identified by the team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans.

N.J.S.A. 18A:46-18.1 et seq.

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2; 6A:16-8.3

Adopted: 31 March 2010



### 2422 HEALTH EDUCATION (M)

#### M

The Board of Education will provide a comprehensive health education program aligned with the New Jersey Department of Education Core Curriculum Content Standards. This program will be a coordinated sequential curriculum at all grade levels, with instructional units appropriate to the age, growth and development, and maturity of pupils.

The Superintendent will develop and recommend to the Board a program of health education designed for pupils to master the Cumulative Progress Indicators of the Department of Education's Comprehensive Health Education and Physical Education Core Curriculum Content Standards.

#### Staffing

Except as provided below for human sexuality and family life education, courses in health education will be taught by teachers whose certification qualifies them to teach health education. Teachers of the human sexuality and family life, substance use and abuse, and HIV prevention programs will be offered specific in-service training.

#### Excusal

Any pupil whose parent(s) or legal guardian(s) presents to the School Principal a signed statement that any part of the instruction in health, human sexuality and family life education or sex education program is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from the portion of the course in which such instruction is being given, and no penalties as to credit or graduation shall result.

#### Community Involvement

The Superintendent will ensure the program is aligned with the New Jersey Department of Education's Core Curriculum Content Standards. The programs of instruction for human sexuality and family life education will be developed through appropriate consultation and in participation with teachers, school administrators, parent(s) or legal guardian(s), appropriate age school pupils, physicians, members of the clergy, and representative members of the community. Such consultation shall continue, as appropriate, as the program is continually evaluated and revised.

#### Human Sexuality and Family Life Education



All pupils will learn the biological, cultural, and psychological aspects of human sexuality and family life. The Board will adopt a coordinated, sequential human sexuality and family life education program aligned with the New Jersey Department of Education's Core Curriculum Content Standards. Any education that is given as part of any planned course, curriculum or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, and any materials including, but not limited, to handouts, speakers, notes or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases and of avoiding pregnancy, will stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

The Board will include in its human sexuality and family life curriculum instruction on reasons, skills and strategies for remaining or becoming abstinent from sexual activity. Any instruction concerning the use of contraceptives or prophylactics, such as condoms, will also include information on their failure rates for preventing pregnancy, HIV and other sexually transmitted diseases in actual use among adolescent populations and shall clearly explain the difference between risk reduction through the use of such devices and risk elimination through abstinence. In addition, the human sexuality and family life curriculum will stress the importance of avoiding intravenous drug use.

A copy of the complete district human sexuality and family life education curriculum and all instructional materials shall be available for public inspection in the school prior to its use in any classroom. The parent(s) or legal guardian(s) of each pupil enrolled in the program shall receive annually an outline of the curriculum and a list of instructional materials for that pupil's grade along with notice of the availability for review of the complete curriculum and all materials.

The human sexuality and family life program may be taught by district personnel certified to teach biology, comprehensive science, elementary grades, health, health and physical education, home economics, nursery school, psychology, or special education classes, and the school nurse. The program may utilize the contributions of such community resource persons as parent(s) or legal guardian(s), physicians, the clergy, attorneys, school social workers, school psychologists, and law enforcement personnel. The Board encourages the utilization of teachers in other disciplines through an interdisciplinary approach.

Use and Abuse of Alcohol, Tobacco, and Other Drugs



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2422/Page 3 of 3  
HEALTH EDUCATION (M)

All pupils will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs. The Board will adopt a coordinated, sequential human sexuality and family life education program aligned with the New Jersey Department of Education's Core Curriculum Content Standards.

N.J.S.A. 18A:35-1 et seq.; 18A:35-4 et seq.; 18A:40A-1 et seq.  
N.J.A.C. 6A:7-1.7

Adopted: 31 March 2010



### 2423 BILINGUAL AND ESL EDUCATION (M)

#### M

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and English language services for pupils of Limited English Proficiency (LEP) as required by law and rules of the State Board of Education. Pupils of LEP are those pupils whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English.

#### Identification of LEP Pupils

The Board will conduct a screening process to determine the native language of each pupil at the time of enrollment in the school district. A census shall be maintained of all pupils whose native language is other than English. The English language proficiency of each pupil whose native language is not English shall be determined by a screening process that includes the administration of a New Jersey Department of Education approved English language proficiency test, an assessment of the pupil's level of reading in English, a review of the pupil's previous academic performance, results of standardized tests in English, and a review of the input of teaching staff members responsible for the educational program of the limited English proficient pupils.

#### Program Implementation

The district shall provide the following programs:

1. An English language services program whenever there are one or more, but fewer than ten LEP pupils enrolled within the schools of the district. English language services shall be in addition to the regular school program;
2. An ESL program whenever there are ten or more LEP pupils enrolled within the schools of the district; and
3. A bilingual program whenever there are twenty or more LEP pupils in any one language classification. Where the age range, grade span, and/or geographical location of eligible pupils makes a full-time bilingual program impractical, the Board may offer an instructional program alternative, provided that program has been approved or a waiver for the



alternative program has been requested and approval has been granted by the Department of Education. The Board may establish a program in bilingual education for any language classification with fewer than twenty pupils.

All teachers in these programs shall be appropriately certified in accordance with the requirements as outlined in N.J.A.C. 6A:15-1.9. Every pupil participating in a bilingual, ESL, or English language services program shall be entitled to continue such participation for a period of three years.

Bilingual, ESL, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry

Pupils enrolled in a bilingual, ESL, or English language services program shall be assessed annually with a New Jersey Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program. LEP pupils enrolled in a bilingual, ESL, or English language services program shall be placed in a monolingual English Program when they have demonstrated readiness to function successfully in the English-only program. This process shall be initiated by the pupil's level of English proficiency as measured by a New Jersey Department of Education established standard on an English language proficiency test, and the readiness of the pupil shall be further assessed on the basis of multiple indicators which shall, at a minimum, include classroom performance, the pupil's reading level in English, the judgment of the teaching staff member or members responsible for the education program of the pupil, and performance on achievement tests in English.

In accordance with provisions of N.J.S.A. 18A:35-22.1, a parent(s) or legal guardian(s) may remove a pupil who is enrolled in a bilingual education program at any time; except that during the first three years of a pupil's participation in a bilingual education program, parent(s) or legal guardian(s) may only remove the pupil at the end of each school year. If during the first three years of a pupil's participation in a bilingual education program, a parent(s) or legal guardian(s) wishes to remove the pupil prior to the end of each school year, the removal must be approved by the Executive County Superintendent of Schools. The parent(s) or legal guardian(s) may appeal the Executive County Superintendent's decision to the Commissioner of Education.

Newly exited pupils who are not progressing in the mainstream English program may be considered for re-entry to bilingual and ESL programs in accordance with the provisions of N.J.A.C. 6A:15-1.10(e)1 through (e)5.



When the exit review process is completed, the pupil's parent(s) or legal guardian(s) shall be informed by mail of the placement determination. A parent(s) or legal guardian(s), or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the Superintendent, who will provide a written explanation for the decision within fifteen working days. The complainant may appeal this decision in writing to the Board. The Board will review the appeal and respond in writing within forty-five calendar days. A complainant not satisfied with the Board's explanation may appeal to the Commissioner of Education.

### Parental Involvement

The parent(s) or legal guardian(s) of a pupil of limited English proficiency will be notified in accordance with the provisions of N.J.A.C. 6A:15-1.13 that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services program. Notice shall be in writing, in the language of which the child of the parents so notified possesses a primary speaking ability, and in English. The notice must also include the information that the parents have the option of declining enrollment if they so chose.

Parent(s) or legal guardian(s) shall receive progress reports in the same manner and frequency as those sent to parents or legal guardians of other pupils.

Parent(s) or legal guardian(s) of pupils of limited English proficiency will be offered opportunities for involvement in the development and review of program objectives. An advisory committee on bilingual education shall be formed with the majority being parent(s) or legal guardian(s) of pupils of limited English proficiency.

### Graduation

Pupils of limited English proficiency will qualify for graduation from high school in accordance with N.J.A.C. 6A:8-5.1(a) and Policy No. 5460.

### Program Plan

The Superintendent shall prepare and submit a plan for a bilingual, ESL, or English language services program every three years to the Board and the New Jersey Department of Education for approval in accordance with the provisions of N.J.A.C. 6A:15-1.6.

N.J.S.A. 18A:35-15 through 18A:35-25



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2423/Page 4 of 4  
BILINGUAL AND ESL EDUCATION (M)

N.J.A.C. 6A:15-1.1 et seq.

Adopted: 02 March 2010



### 2425 PHYSICAL EDUCATION

The Board of Education recognizes the value of physical activity in the development and maintenance of sound physical and mental health. Accordingly, the Board directs the establishment, in accordance with law, and the New Jersey Core Curriculum Content Standards of a program of physical education and the enrollment therein of every pupil in attendance in the school, insofar as each is physically capable of participation. Each course will provide pupils with a regimen of physical exercise and activity, assist pupils in the development of physical skills and achievements, encourage pupils in a spirit of sharing and cooperation, and instill in pupils a life-long appreciation for physical activity. The successive courses of physical education will be so designed as to provide pupils with exposure to a variety of athletic and physical activities.

N.J.S.A. 18A:35-5

Adopted: 31 March 2010



### STANDARDS-BASED INSTRUCTIONAL PRIORITIES

#### 2428.1 STANDARDS-BASED INSTRUCTIONAL PRIORITIES

##### Standards-Based Instruction

The school district shall implement a coherent curriculum for all pupils, including English language learners (ELLs), gifted and talented pupils, and pupils with disabilities, that is content-rich and aligned to the Core Curriculum Content Standards (CCCS). The curriculum shall guide instruction to ensure every pupil masters the CCCS.

Instruction shall be designed to engage all pupils and modified based on pupil performance. The curriculum shall include: interdisciplinary connections throughout; integration of 21<sup>st</sup> century skills; a pacing guide; a list of instructional materials including various levels of text at each grade; benchmark assessments; and modifications for special education pupils, English language learners in accordance with N.J.A.C. 6A:15, and gifted pupils.

The school district shall collect and analyze pupil achievement data by subgroups (such as economically disadvantaged, race and ethnicity, pupils with disabilities, English language learners) and make educational decisions based on such data.

The school district shall:

1. Transmit required pupil, faculty, school, and school district data to New Jersey Standards Measurement and Resources for Teaching (NJ SMART), the New Jersey Department of Education's data warehouse, on a schedule and in a form specified by the Department of Education;
2. Use NJ SMART and its data query resources to track pupil progress year-to-year and school-to-school and to identify continuously enrolled pupils by school and school district;
3. Ensure teachers, school administrators, and central office supervisors receive training in NJ SMART and its data query resources;
4. Analyze assessments of pupil progress in relation to curricular benchmarks and the results of State and non-State year-end tests reported by subgroups (such as economically disadvantaged, race and ethnicity, pupils with disabilities, and English language learners).



### STANDARDS-BASED INSTRUCTIONAL PRIORITIES

The school district central office staff shall prepare data on comparative performance for the school and make them available to the school. This analysis shall include the following comparisons using State assessment data:

1. Each grade level across the school;
2. The school;
3. Comparable districts by district factor groups; and
4. Data with State averages.

The school district shall ensure a free appropriate public education is available to all pupils with disabilities according to the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 et seq., and N.J.A.C. 6A:14.

The school district shall provide English language learners with instructional services pursuant to N.J.A.C. 6A:15 and provide gifted and talented pupils with appropriate instructional services pursuant to N.J.A.C. 6A:8-3.1.

The school district shall provide library-media services that are connected to classroom studies in the school building, including access to computers, district-approved instructional software, appropriate books including novels, anthologies and other reference materials, and supplemental materials that motivate pupils to read in and out of school and to conduct research. The school district will provide these library-media services under the direction of a certified school library media specialist.

#### Secondary Education Initiatives

The school district shall develop a plan in 2008-2009 for implementing the secondary education initiatives specified in N.J.A.C. 6A:13-2.2(c) through (e) by the 2009-2010 school year, except that secondary school districts previously subject to N.J.A.C. 6A:10 and 6A:10A shall immediately comply with the secondary education initiatives specified in N.J.A.C. 6A:13-2.2(c) through (e).

The school districts shall:

1. Have a school-level planning team to guide the development and implementation of the secondary education reforms described in N.J.A.C. 6A:13-2.2. A representative group of teachers and administrators shall determine team membership and operating procedures.



### STANDARDS-BASED INSTRUCTIONAL PRIORITIES

2. Provide instructional services, professional development, and other support to assist secondary schools with the implementation of the secondary education initiatives specified in N.J.A.C. 6A:13-2.2.
3. Create personalized learning environments that strengthen relationships among pupils, teachers, staff members, families and the larger community for pupils in grades six through twelve. These personalized learning environments may include:
  - a. Small learning communities in free-standing facilities or within larger facilities;
  - b. Ninth grade academies where freshman pupils remain together and are provided with a supportive environment to enhance their successful transition to high school;
  - c. Pupil support systems where pupils are assigned an adult mentor or team of adults who know(s) them and can support pupil efforts in achieving goals and solving problems;
  - d. Academies with a career focus;
  - e. Multi-grade academies where pupils at various grade levels may remain with a core group of teachers for multiple years in an academy-type format which may be organized around a particular theme and involve interdisciplinary teaming; or
  - f. Other practices for personalizing learning environments that strengthen relationships among pupils, teachers, staff members, families, and the larger community.

The school district shall implement academic coursework aligned to N.J.A.C. 6A:8-5.1 that prepares all pupils for success in postsecondary education and/or careers after graduation, including the development of academic skills integral to success in rigorous high school courses.

Beginning in 2008-2009, all pupils entering grade nine shall complete by the end of their high school education, at a minimum, coursework in language arts literacy, mathematics, and science. These shall include college level preparatory English I, II, III and IV,



### STANDARDS-BASED INSTRUCTIONAL PRIORITIES

Algebra I, Lab Biology or the equivalent content taught in an integrated or career-based format, and other coursework as specified in N.J.A.C. 6A:8.

All required courses shall:

1. Be developed, reviewed, evaluated, and revised by a broad cross-section of teachers, content supervisors, and the Principal;
2. Satisfy the Core Curriculum Content Standards and indicators in each content area according to the graduation requirements in N.J.A.C. 6A:8-5.1; and
3. Be aligned to the district curriculum which identifies the purpose of instruction, including the essential content to be mastered in each course with interim benchmarks and assessments and final assessments.

Secondary school districts that administer the high school State assessment and in which ten percent or more of their pupils satisfy high school graduation requirements through the Special Review Assessment (SRA) shall submit to the Department of Education by November 15 of the subsequent school year an analysis of all pupils who graduated by means of the SRA in the previous school year. The analysis shall include:

1. The names of high school courses and grades achieved for SRA pupils in language arts literacy, mathematics, and science;
2. The attendance records for SRA pupils for each year of high school;
3. Review of the High School Proficiency Assessment (HSPA) and corresponding Grade Eight Proficiency Assessment (GEPA)/New Jersey Assessment of Skills and Knowledge 8 (NJ ASK8) scores attained by pupils;
4. Review of whether SRA pupils were taught by appropriately certified staff in English, mathematics, and science in grades nine through twelve; and
5. Development of a plan for increasing the proportion of pupils graduating by means of the State high school assessment based on data.

Where applicable, secondary school districts shall collaborate with sending and receiving districts to implement the secondary education initiatives outlined in N.J.A.C. 6A:13-2.2.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2428.1/Page 5 of 5

### STANDARDS-BASED INSTRUCTIONAL PRIORITIES

The Commissioner shall appoint and consult with an advisory committee composed of educators with experience and knowledge in secondary education to guide the implementation of secondary education reform.

N.J.A.C. 6A:13-2.1; 6A:13-2.2

Adopted: 31 March 2010



### 2430 CO-CURRICULAR ACTIVITIES (M)

#### M

The Board of Education believes that the goals and objectives of this district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular instructional program of the school. The purpose of such co-curricular activities shall be to develop leadership capacities and good organizational skills, to aid in the socialization of pupils, and to enable pupils to explore a wider range of individual interests than might be available in the regular curricular program.

The Board shall make school facilities, supplies, and equipment available and assign staff members for the support of a program of co-curricular activities for pupils in grades five through eight. The Board shall maintain the program of co-curricular activities at no cost to participating pupils, except that pupils may be required to provide supplies in accordance with Board Policy No. 2520 on instructional supplies and pupils may be required to assume all or part of the costs of travel and attendance at co-curricular events and trips.

For purposes of this policy, co-curricular activities are those activities conducted on or off school premises by clubs, associations, and organizations of pupils sponsored by the Board and do not include athletic competitions and practices. Co-curricular activities must be related to the curriculum but are not offered for credit toward promotion or graduation and are ordinarily conducted wholly or partly outside the regular school day.

The Board will permit the use of school facilities by organizations of pupils during pupil activity periods. No group of pupils, regardless of the size of the group, will be denied an opportunity to meet on the basis of the religious, political, philosophical, or other content of the speech at their meeting.

No co-curricular activity shall be considered to be under the sponsorship of this Board unless it has been approved by the Board on recommendation of the Superintendent.

Pupils shall be fully informed of the co-curricular activities available to them and of the eligibility standards established for participation in co-curricular activities. Co-curricular activities shall be available to all pupils who voluntarily elect to participate except that where eligibility requirements specific to an organization are necessary or desirable, the Board shall be so informed and must approve the establishment of such eligibility standards before they may be operable.

The Board will not permit the organization of a fraternity, sorority, or secret society.



### Rules for Participation in Co-Curricular Activities

1. Any pupils who have a D, F, or U at time of enrollment for an after-school activity will not be able to participate.
2. Directors of co-curricular activities will send a pupil roster to all teachers to determine eligibility.
3. At the end of a three-week period, teachers will indicate to the activity directors, on a form provided, pupils who have earned a D or F in major subjects or U in special subjects.
4. Any pupil receiving two D's or an F in major subjects, or a U in special subjects will be placed on probation for a period of three weeks.
5. When a pupil is placed on probation, the director of the activity will inform the pupil of the probationary action and his/her responsibilities. The director will inform the pupil's parent(s) or legal guardian(s). While on probation, the pupil may continue to participate in the activity.
6. A pupil who is placed on probation must seek help from the teacher of the subject(s) in question. Teachers of the subject(s) will provide direction and assistance.
7. At the end of the three-week probationary period, the director of the activities and the classroom teacher will review the pupil's progress. If the pupil hasn't raised his/her academic standing to satisfactory, he/she will be suspended from the activity for three weeks. The director will inform the pupil. The Principal will inform the parent(s) or legal guardian(s).
8. While suspended from an activity, pupils must seek help from teacher(s) of the subject(s) in question. Teachers of those subjects will provide direction and assistance.
9. At the end of the three-week suspension period, the teachers and the director will review the pupil's progress. If the pupil hasn't raised his/her academic standing satisfactorily, he/she will be suspended from the activity for three additional weeks. The director will inform the pupil. The Principal will inform the parent(s) or legal guardian(s).



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2430/Page 3 of 3  
CO-CURRICULAR ACTIVITIES (M)

10. Exceptions to the above rules will be determined by the Principal.
11. In order to participate in after-school activities, a pupil must attend school for a minimum of four hours on the day of the activity.

39 U.S.C.A. 1701 et seq.  
N.J.S.A. 18A:11-3; 18A:42-2; 18A:42-5

Adopted: 31 March 2010



### 2431 ATHLETIC COMPETITION (M)

#### M

The Board of Education recognizes the value of a program of athletic competition for both boys and girls as an integral part of the total school experience. Game activities and practice sessions provide opportunities to learn the values of competition and good sportsmanship. Programs of athletic competition, both intrascholastic and interscholastic, offer pupils the opportunity to exercise and test their athletic abilities in a context greater and more varied than that offered by the class or school or school district alone, and an opportunity for career and educational development.

For purposes of this policy, the program of athletic competition includes all activities relating to competitive sports contests, games, or events or sports exhibitions involving individual pupils or teams of pupils of this district when such events occur within the school or with any schools outside this district.

#### Eligibility Standards

A pupil who wishes to participate in athletic competition must submit, on a form provided by the district, the signed consent of his/her parent(s) or legal guardian(s). The consent of the parent(s) or legal guardian(s) of a pupil who wishes to participate in interscholastic athletics must include an acknowledgment of the physical hazards that may be encountered in the sport.

Pupil participation in athletic competition shall be governed by the following eligibility standards:

1. A pupil in grades six through eight is eligible for participation in sports if he/she passed all courses required for promotion or graduation in the preceding marking period.

Notice of these eligibility requirements shall be given to pupils.

#### Health Requirements

Good physical condition, freedom from injury, and full recovery from illness are prerequisites to participation in athletic competition and practice for such competition. HIV status shall not be screened as a part of athletic physicals or reported in school health records.



An examination of each candidate for a school athletic squad or team shall be conducted within 365 days prior to the first practice session with examinations being conducted at the medical home of the pupil. The “medical home” is defined as a health care provider and that provider’s practice site chosen by the pupil’s parent(s) or legal guardian(s) for the provision of health care. Since the school physician is a “health care provider”, the parent(s) or legal guardian(s) may chose either the school physician or their own private physician to provide the medical examination.

The medical examination shall be conducted in accordance with N.J.S.A 6A:16-2.2(h)1 and 2 and Regulation 2431.2. The medical report shall include a determination concerning the pupil’s participation on an athletic team or squad from the examining physician, nurse practitioner/clinical nurse specialist, or physician’s assistant. The medical report shall be provided to the school physician if the school physician did not provide the medical examination.

If the pupil’s medical examination was completed more than sixty days prior to the first practice session, the pupil must provide a health history update of medical problems experienced since the last medical examination in accordance with N.J.A.C. 6A:16-2.2(h)4. This health history must be completed and signed by the parent(s) or legal guardian(s).

The school district will provide written notification to the parent(s) or legal guardian(s), signed by the school physician, stating approval of the pupil’s participation in the athletics, based solely on the medical report, or the written reasons for the school physician’s disapproval of the pupil’s participation. The school physician’s signature on the notification indicates the medical report complies with the requirements of N.J.A.C. 6A:16-2.2(h)5.

The health findings of this medical examination shall be maintained as part of the pupil’s health record.

The medical examination conducted to determine the fitness of a candidate for athletic competition and the health history update must include, as a minimum, the respective medical history information and physical assessments set forth in rules of the State Board of Education and incorporated in their entirety in regulations implementing this policy.

### Emergency Procedures

Athletic coaches shall be trained in first aid and in the identification of pupil athletes who are injured or disabled in the course of any athletic activity.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2431/Page 3 of 3  
ATHLETIC COMPETITION (M)

The Superintendent shall prepare and present to the Board for its approval procedures for the emergency treatment of injuries and disabilities that occur in the course of any athletic activity. Emergency procedures shall be reviewed by the Board not less than once in each school year and shall be disseminated to appropriate staff members.

### Interscholastic Standards

The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.

The Board adopts as Board policy the rules and regulations of the New Jersey State Interscholastic Athletic Association and shall review such rules annually to ascertain that they continue to be in conformity with the objectives of this Board.

The Superintendent shall annually prepare, approve, and present to the Board for its consideration a program of interscholastic athletics that includes a complete schedule of athletic events and practices and shall inform the Board of changes in that schedule as they occur.

The Superintendent shall prepare rules for the conduct of pupils participating in interscholastic athletics that will conform to rules of the State Board of Education, and the New Jersey State Interscholastic Athletic Association.

N.J.S.A. 2C:21-11

N.J.S.A. 18A:11-3 et seq.

N.J.A.C. 6A:7-1.7; 6A:16-1.4; 6A:16-2 et seq.

Adopted: 31 March 2010



### 2432 SCHOOL SPONSORED PUBLICATIONS

The Board of Education sponsors school publications as important elements of the instructional program. Pupils are encouraged to develop skills of written and verbal communication and exercise the right to express their opinions freely and responsibly.

The Board of Education reserves the right to exercise prepublication control over school-sponsored publications through administrative staff and faculty. Pupils shall have the right to appeal the exercise of censorship by school district staff to the Board of Education.

Pupil expression shall be consistent with the educational mission of the school district.

Pupils who violate this policy by expression, publication, or distribution of materials associated with school-sponsored publications which are biased or prejudiced, vulgar or profane, unsuitable for immature audiences, or which do not meet the school district's high standards of learning and propriety consistent with its educational goals and objectives shall be subject to appropriate discipline.

This policy shall be implemented in accordance with regulations to be developed by the Superintendent. The regulations shall:

1. Identify school district staff responsible for pupil publications;
2. Establish procedures for prepublication review; and
3. Specify procedures for appeal by pupils to the Board of Education, prior to publication, with provisions for prompt decisions to be made at each level.

Regulations shall be reviewed by the Board.

N.J.S.A. 2C:34-3  
N.J.S.A. 18A:42-4

Adopted: 31 March 2010



### 2440 SUMMER SCHOOL

The Board of Education may conduct a summer program of instruction for pupils enrolled in grades Kindergarten through eight. The summer session must be approved by the County Superintendent and may include:

1. Remedial courses for pupils who wish to retake a course or subject previously taken and for which credits or placement may be awarded; and
2. Enrichment courses for pupils who wish to take a course or subject of avocational interest and for which no credits are awarded.

The Board directs the Superintendent to implement a suitable educational program to carry out this policy and to submit to the Board for its approval each proposed course of study.

Pupils eligible for the summer school of this district shall include resident pupils eligible for regular attendance in this district.

A pupil will be enrolled in a remedial course only on the written recommendation of the Principal. The recommendation must state the subject(s) recommended and the purpose for each. A pupil previously retained at grade level may be promoted on successful completion of a required remedial course, but no pupil shall be required to attend summer school.

A reasonable tuition fee may be charged to resident pupils enrolled in enrichment courses determined by the County Superintendent to be unrelated to the regular school curriculum. No tuition shall be charged to pupils domiciled within the district for enrollment in remedial courses.

The Board will provide transportation to and from summer school classes for no pupils, except special education pupils.

The Superintendent shall develop regulations for the summer school that include provisions for appropriate planning, proper staffing, pupil assignments, pupil evaluation, pupil records, award of credit, grade placement, and the utilization of facilities. Such regulations for the operation of the summer school shall be consistent with rules of the State Board of Education and Board policies, and the operation of summer school shall not conflict in any way with the administration of the regular school sessions of this district.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2440/Page 2 of 2  
SUMMER SCHOOL

N.J.S.A. 18A:54B-1 et seq.  
N.J.A.C. 6:3-1.8 et seq.

Adopted: 31 March 2010



### 2460 SPECIAL EDUCATION (M)

#### M

The Holland Township School Board of Education assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following or assume the cost if placed outside the district:

1. All pupils with disabilities, who are in need of special education and related services, including pupils with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3.
2. Homeless pupils are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.
3. Pupils with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.
4. An Individualized Education Program (IEP) is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.
5. To the maximum extent appropriate, pupils with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.
6. Pupils with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All pupils with disabilities will participate in State-wide assessments or the applicable Alternative Proficiency Assessment in grades three, four, five, six, seven, eight, and eleven in accordance with their assigned grade level.
7. Pupils with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent, when appropriate.



8. A free appropriate public education is available to all pupils with disabilities between the ages of three and twenty-one, including pupils with disabilities who have been suspended or expelled from school:
  - a. The obligation to make a free, appropriate public education available to each eligible pupil begins no later than the pupil's third birthday and that an individualized education program (IEP) is in effect for the pupil by that date;
  - b. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin;
  - c. A free appropriate public education is available to any pupil with a disability who is eligible for special education and related services, even though the pupil is advancing from grade to grade;
  - d. The services and placement needed by each pupil with a disability to receive a free, appropriate public education are based on the pupil's unique needs and not on the pupil's disability; and
  - e. The services and placement needed by each pupil with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the pupil's home as possible and, when the IEP does not describe specific restrictions, the pupil is educated in the school he or she would attend if not a pupil with a disability.
9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.
10. Full educational opportunity to all pupils with disabilities is provided.
11. The compilation, maintenance, access to, and confidentiality of pupil records are in accordance with N.J.A.C. 6A:32-7.



12. Provision is made for the participation of pupils with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.
13. Pupils with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.
14. All personnel serving pupils with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.
15. The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified, and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its efforts to:
  - a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;
  - b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of pupils with disabilities that impedes the learning of pupils with disabilities and others;
  - c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
  - d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
  - e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.
16. Instructional material will be provided to blind or print-disabled pupils in a timely manner.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2460/Page 4 of 4  
SPECIAL EDUCATION (M)

17. For pupils with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent(s) to apply for such services.
18. The school district will not accept the use of electronic mail from the parent(s) to submit requests to a school official regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education.
19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each pupil's IEP.

The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.  
20 USC §1400 et seq.  
34 C.F.R. §300 et seq.

Adopted: 26 May 2009



2461 SPECIAL EDUCATION/RECEIVING SCHOOLS (M)

### M

To demonstrate compliance with N.J.A.C. 6A:14 and the Individuals with Disabilities Education Act, the Board adopts policies and regulations/procedures that are required. These policies and regulations/procedures will be submitted with a Special Education Assurance Statement for Receiving Schools for Policies and Procedures to the County Office of Education no later than February 28 for approval.

1. Pupils with disabilities who are placed in a receiving school by a district Board of Education must have an Individualized Education Program (IEP) in effect prior to the delivery of services.
  - a. Procedures regarding the pupil's IEP shall be developed and implemented to ensure that the receiving school determines whether the pupil's IEP can be implemented in that setting prior to accepting the pupil [N.J.A.C. 6A:14-7.5(b)1]; and
  - b. The pupil's teacher and, if appropriate, the pupil and other representatives of the receiving school will participate in meetings according to N.J.A.C. 6A:14-2.3(i)2.
2. The receiving school will collaborate with the sending district Board of Education in the provision of a free, appropriate public education for the population served including pupils with disabilities who are suspended.
  - a. Procedures regarding the provision of a free, appropriate public education to pupils with disabilities who are suspended will be developed and implemented to ensure that school officials responsible for implementing suspensions/expulsions in the receiving school are identified.
  - b. Each time a pupil with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager of the sending district.
  - c. A system will be in place to track the number of days a pupil with disabilities has been removed for disciplinary reasons.



### SPECIAL EDUCATION/RECEIVING SCHOOLS (M)

- d. Suspension from transportation is counted as a day of removal if the pupil does not attend school.
- e. Removal for a portion of the school day is counted proportionately.
- f. If the receiving school has an in-school suspension program, participation in the program is not counted as a day of removal if the program provides the following:
  - (1) Opportunity for the pupil to progress in the general curriculum;
  - (2) Services and modifications specified in the pupil's IEP;
  - (3) Interaction with peers who are not disabled to the extent they would have interaction with in the current placement; and
  - (4) The pupil is counted as present for the time spent in the in-school suspension program.
- g. When a series of short-term removals will accumulate to more than ten school days in the year:
  - (1) School officials of the receiving school and the sending district case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(b)2;
  - (2) Written documentation of the consultation between school officials and the case manager of the sending district will be maintained;
  - (3) If it is determined there is no change in placement, school officials and, the case manager of the sending district and special education teacher will consult to determine the extent to which services are necessary to:
    - (a) Enable the pupil to progress appropriately in the general education curriculum; and



### SPECIAL EDUCATION/RECEIVING SCHOOLS (M)

- (b) Advance appropriately toward achieving the goals set out in the pupil's IEP.
    - (4) Written documentation of the consultation and services provided will be maintained.
  - h. Steps will be in place to review the behavioral intervention plan and if necessary convene the IEP team as required according to N.J.A.C. 6A:14 Appendix D, 34 C.F.R. §300-520(c)(1) and (2).
- 3. The compilation, maintenance, access to and confidentiality of pupil records will be in accordance with N.J.A.C. 6:3-6.
  - a. The IEP will be accessible to each teacher or service provider in accordance with N.J.A.C. 6A:14-3.7(a)2.
  - b. All pupil records will be returned to the sending district within fifteen calendar days of a pupil's last day of enrollment.
- 4. Pupils with disabilities, who are placed in receiving schools by a district Board of Education, will be provided special education and related services at no cost to their parents or legal guardian(s).
- 5. The programs and services provided by the receiving school will be in accordance with the requirements of N.J.A.C. 6A:14-1.1 et seq.
  - a. If a change in the delivery of special education or related services is necessary due to a change in personnel or pupil need, the receiving school will contact the sending district to convene an IEP team meeting to review and, if appropriate, revise the IEP.
- 6. All personnel serving pupils with disabilities will be appropriately certified and licensed where a license is required as stated in N.J.A.C. 6:11.
- 7. The receiving school will terminate the placement of a pupil with disabilities according to N.J.A.C. 6A:14-7.7(a) and (a)1.
- 8. The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services will



### SPECIAL EDUCATION/RECEIVING SCHOOLS (M)

be identified and appropriate in-service training will be provided. The receiving school will maintain information to demonstrate its efforts to:

- a. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
- b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of pupils with disabilities that impedes the learning of pupils with disabilities and others;
- c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
- d. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities;
- e. Provide for joint training activities of parents and special education, related services and general education personnel; and
- f. Procedures shall be developed and implemented to ensure that the training needs of paraprofessionals, professionals and parents of pupils with disabilities in the five specified areas are identified and met.

Adopted: 31 March 2010



### 2464 GIFTED AND TALENTED PUPILS (M)

#### M

The Board of Education recognizes its responsibility to identify gifted and talented pupils within the school district and to provide these pupils appropriate instructional adaptations and services. To that end, the Board directs each such pupil in the school district be identified and offered an appropriate educational program and services.

For purposes of this policy, gifted and talented pupils will be defined as those exceptionally able pupils who possess or demonstrate high levels of abilities, in one or more content areas, when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The Board will develop appropriate curricular and instructional modifications to be used for gifted and talented pupils indicating content, process, products and learning environments.

The Superintendent will develop procedures, using multiple measures, for an ongoing identification process and appropriate educational challenges for gifted and talented pupils initiated in Kindergarten and reviewed annually through grade twelve. The identification methodology will be developmentally appropriate, non-discriminatory and related to the programs and services offered by the district. These procedures will be reviewed annually.

The educational program offered to gifted and talented pupils will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to a gifted and talented pupil may be infused into the pupil's regular instructional program, provided that a written description of the infusion has been prepared and filed in the pupil's record.

Programs for the gifted and talented will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent(s) or legal guardian(s) of any pupil identified as gifted or talented shall be consulted regarding any program designed to address the pupil's particular needs.

N.J.S.A. 18A:61A-2; 18A:35-4.16



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2464/Page 2 of 2  
GIFTED AND TALENTED PUPILS (M)

N.J.A.C. 6:37-1.1; 6A:8-1.3; 6A:8-3.1(a)5.  
P.L. 108-382, Sec. 10201 et seq.

Adopted: 31 March 2010



### NEEDLESS PUBLIC LABELING OF PUPILS WITH DISABILITIES (M)

#### 2466 NEEDLESS PUBLIC LABELING OF PUPILS WITH DISABILITIES (M)

#### **M**

The Board of Education guarantees the privacy provided by law that no pupil with a disability be labeled publicly. Therefore, any reference to a pupil with a disability brought to the attention of the Board and/or any other potential public reference to a pupil with a disability will be through the use of a district-developed method of coding that would ensure a pupil's name or other labeling would not identify the pupil as a pupil with a disability. Examples where public labeling of pupils with disabilities shall be avoided include, but are not limited to, Board meeting agenda information, public address announcements, building/classroom signs, public school documents, and/or any other school publication identifying a pupil with a disability or class/program of pupils with disabilities.

Special education classes shall be referred to publicly by the name of the teacher. This applies to schedules, class lists, transportation lists, public address announcements, and any other form of communication that has any potential for any exposure other than for the use by appropriately authorized school staff.

Exceptions to the prohibition of public labeling of pupils with disabilities may be made upon consent of the pupil's parent(s) or legal guardian(s).

All pupil records shall be maintained strictly in accordance with N.J.A.C. 6A:32-7.1 et seq.

Adopted: 31 March 2010



### SURROGATE PARENTS AND FOSTER PARENTS (M)

#### 2467 SURROGATE PARENTS AND FOSTER PARENTS (M)

#### M

Federal and State laws require the Board ensure the rights of a pupil are protected through the provision of an individual to act as surrogate for the parent(s) and assume all parental rights under N.J.A.C. 6A:14-2.2 when:

1. The parent (as defined according to N.J.A.C. 6A:14-1.3) cannot be identified or located after reasonable efforts;
2. An agency of the State of New Jersey has guardianship of the pupil and that agency has not taken steps to appoint a surrogate parent for the pupil;
3. The pupil is a ward of the State and no State agency has taken steps to appoint a surrogate parent for the pupil;
4. No parent can be identified for the pupil in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the pupil's parent, and no State agency has taken steps to appoint a surrogate parent for the pupil; and
5. The pupil is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the pupil.

#### Qualifications and Selection

The district will make reasonable efforts to appoint a surrogate parent within thirty days of its determination that a surrogate parent is required for a pupil. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such a pupil.

The person serving as a surrogate parent:

1. Shall have no interest that conflicts with those of the pupil he/she represents;
2. Shall possess the knowledge and skills that ensure adequate representation of the pupil;
3. Shall not be replaced without cause;



### SURROGATE PARENTS AND FOSTER PARENTS (M)

4. Shall be at least eighteen years of age;
5. Shall have a criminal history review in accordance with N.J.S.A. 18A:6-7.1 completed prior to his or her serving as the surrogate parent, if the school district compensates the surrogate parent for such services; and
6. Shall not be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.

The Supervisor of Special Education will determine whether there is a need for a surrogate parent for a pupil, contact any State agency that is involved with the pupil to determine whether the State has a surrogate parent appointed for the pupil, and will make reasonable efforts to appoint a surrogate parent for the pupil within thirty days of determining that there is a need for a surrogate parent for the pupil.

When a pupil (who is or may be a pupil with a disability) is in the care of a foster parent residing in this district, and the foster parent is not the parent of the pupil as defined in N.J.A.C. 6A:14-1.3, the Supervisor of Special Education shall contact the pupil's case manager at the Division of Youth and Family Services (DYFS) in the Department of Human Services to determine whether the parent(s) retains the right to make educational decisions and to determine the whereabouts of the parent(s).

If the parent(s) retains the right to make educational decisions and the parent's whereabouts are known to the school district, the Supervisor of Special Education shall obtain all required consent from and provide written notices to the parent(s).

If the district cannot ascertain the whereabouts of the parent(s), the Supervisor of Special Education shall consult with the pupil's case manager at DYFS to assist in identifying an individual, including the foster parent, who may serve as a surrogate. If there is no foster parent, or if the foster parent is unwilling to serve as the pupil's parent pursuant to N.J.A.C. 6A:14-1.3, the Supervisor of Special Education shall consult with the pupil's case manager at DYFS to assist in identifying an individual to serve as a surrogate parent and the Supervisor of Special Education shall appoint a surrogate parent and obtain all required consent from and provide written notices to the surrogate parent.

#### Training

N.J.A.C 6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the pupil. The Supervisor of



### SURROGATE PARENTS AND FOSTER PARENTS (M)

Special Education shall coordinate the training for surrogate parents. The training will include, but not be limited to:

1. Providing the surrogate parent a copy of:
  - a. Parental Rights in Special Education booklet;
  - b. N.J.A.C. 6A:14;
  - c. The Special Education Process;
  - d. Code Training Materials from the Department of Education website; and
  - e. Other relevant materials.
2. Providing the surrogate parent an opportunity to meet with the Supervisor of Special Education to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The Supervisor of Special Education shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized educational program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
3. Providing the surrogate parent adequate time to become familiar with the pupil and the nature of the pupil's disability through a review of the pupil's record;
4. Providing the surrogate parent an opportunity to confer with the pupil's case manager to discuss the pupil; and
5. Other information and resources to provide the surrogate parent the knowledge and skills to ensure adequate representation of the pupil.

#### Rights of the Surrogate Parent

A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2467/Page 4 of 4  
SURROGATE PARENTS AND FOSTER PARENTS (M)

N.J.A.C. 6A:14-2.2

Adopted: 26 May 2009



### HOME OR OUT-OF-SCHOOL INSTRUCTION FOR GENERAL EDUCATION PUPILS (M)

#### 2481 HOME OR OUT-OF-SCHOOL INSTRUCTION FOR GENERAL EDUCATION PUPILS (M)

#### M

The district will provide instructional services to enrolled general education pupils at the pupil's home or other suitable out-of-school setting under the following conditions:

- A. The pupil is mandated by State law and rule for placement in an alternative education program for violations of N.J.A.C. 6A:16-5.5 (firearm offenses) and 6A:16-5.6 (assault with weapons offenses), but placement is not immediately available;
- B. The pupil is placed on short-term or long-term suspension from participation in the general education program pursuant to N.J.A.C. 6A:16-7.2 and 7.3; or
- C. A court order requires the pupil receive instructional services in the home or other out-of-school setting.

The district in which the pupil resides is responsible for the costs of providing instruction in the home or out-of-school setting either directly or through contract with another Board of Education, Educational Services Commission, Jointure Commission or approved clinic or agency. The district shall provide services no later than five school days after the pupil has left the general education program.

The services to be provided shall meet the minimum standards as required in N.J.A.C. 6A:16-10.2(d). The district will develop an Individualized Program Plan (IPP) for the delivery of instructional services and pupil progress in accordance with requirements of N.J.A.C. 6A:16-10.2(d)1. The IPP shall be based upon consultation with the pupil's parent(s) or legal guardian(s) and a multi-disciplinary team of professionals with appropriate instructional and educational services credentials to assess the educational, behavioral, emotional, social, and health needs of the pupil and recommend a program to address both educational and behavioral goals. The IPP shall incorporate any prior findings and actions recommended through the school building's system of Intervention and Referral Services pursuant to N.J.A.C. 6A:16-8 and recommend placement in an appropriate educational program. The school district shall review the pupil's progress, consult with the pupil's parent(s) or legal guardian(s), and revise the IPP no less than every sixty calendar days.

The teacher(s) providing the instruction will be appropriately certified for the subject and grade level of the pupil. One-on-one instruction will be provided for no fewer than ten



### HOME OR OUT-OF-SCHOOL INSTRUCTION FOR GENERAL EDUCATION PUPILS (M)

hours per week on three separate days of the week and no fewer than ten hours per week of additional guided learning experiences that may include the use of technology to provide audio and visual connections to the pupil's classroom. If home instruction is provided to pupils in a small group rather than through one-on-one instruction, direct instruction, that may include guided learning experiences, shall be provided for no fewer than twenty hours per week provided on no fewer than three separate days during the week and the pupil to teacher ratio shall not exceed 10:1.

Pupils will receive instruction that meets the Core Curriculum Content Standards in accordance with N.J.A.C. 6A:8 and that meets the school district's requirements for promotion and graduation.

If instruction is delivered in the pupil's home, a parent or other adult 21 years of age or older who has been designated by the parent shall be present during all periods of home instruction. Refusal or failure by a parent(s) or legal guardian(s) to participate in the development and revision of the pupil's IPP or to be present in the home as required may be deemed a violation of compulsory education laws, pursuant to N.J.S.A. 18A:38-25 through 31, and child neglect laws, pursuant to N.J.S.A. 9:6-1 et seq.

The Principal shall maintain a summary record, pursuant to N.J.A.C. 6A:16-10.2(g)1, concerning pupils receiving home or out-of-school instruction because they could not be placed in the setting recommended as most appropriate in the pupils' IPPs. The Superintendent shall provide the summary report annually to the County Superintendent pursuant to N.J.A.C. 6A:10.2(g).

N.J.S.A. 18A:38-1 through 18A:38-25  
N.J.A.C. 6A:16-10.2

Adopted: 31 March 2010



### 2510 ADOPTION OF TEXTBOOKS

The Board of Education shall approve all textbooks used in the educational program of this district. "Textbook" means the principal source of instructional material for any given course of study, in whatever form the material may be presented, which is available or distributed to every pupil enrolled in the course of study.

The Board shall consider for approval only those textbooks that have been selected and recommended by the Superintendent.

In considering the approval of any proposed textbooks, the Board will weigh its value as a learning tool; its suitability for the maturity level and educational accomplishment of the pupils who will be using the book; its freedom from bias; its relationship to a course of study adopted by the Board; its relationship to a continuous multigrade program; its impact on community standards of taste; the manner by which it was selected; and its cost, appearance, and durability.

The Superintendent shall develop regulations for the selection of textbooks that include effective consultation with professional staff members at all appropriate levels.

Textbooks currently in use shall be periodically evaluated for their continuing usefulness and relevance and shall be replaced or updated with new editions as often as necessary to meet the needs of pupils and the curriculum.

A list of all approved textbooks shall be maintained and revised annually by the Superintendent and made available for the use of the professional staff and for the information of members of the Board and the public.

N.J.S.A. 18A:34-1; 18A:34-2

Adopted: 31 March 2010



### 2520 INSTRUCTIONAL SUPPLIES (M)

#### M

The Board of Education shall supply each teaching staff member with the supplies, materials, and equipment necessary for the implementation of the approved program and each pupil with the supplies and materials required for the successful completion of courses of study.

The Board expressly exempts from this policy such clothing or personal equipment as may be required by the Board for reasons related to the safety and health of pupils or the protection of school property and are individualized or non-reusable, and any materials used in the manufacture or preparation of useful or decorative items that pupils are permitted to retain, except that no pupil will be denied participation in any course of study or school sponsored activity because of his or her financial inability to bear the cost of such clothing, equipment, or materials.

The Superintendent shall develop regulations for the selection and utilization of instructional supplies that include effective consultation with teaching staff members at all appropriate levels.

N.J.S.A. 18A:34-1

Adopted: 31 March 2010



### 2530 RESOURCE MATERIALS

The Board of Education shall provide resource materials to implement district and school educational goals and objectives as pupil needs dictate and district resources permit. Such materials include reference books, other supplementary titles, maps, library print and non-print materials, and other sources of information for use by pupils that are not designated as textbooks.

The Superintendent shall be responsible for the selection and maintenance of all resource materials, in accordance with the following standards:

1. Material will be suited to the varied interests, abilities, reading levels, and maturation levels of the pupils to be served;
2. Wherever possible, materials will provide major opposing views on controversial issues so that pupils may develop under guidance the practice of critical reading and thinking;
3. Wherever possible, materials will represent the many religious, ethnic, and cultural groups and their contribution to American heritage;
4. Materials will be factually accurate and of genuine literary or artistic value;
5. Materials will be of a quality and durability appropriate to their intended uses and longevity;
6. Materials will relate to, support, and enrich the courses of study adopted by the Board.

The Superintendent will develop regulations for the selection of resource materials that provide for the effective consultation of teaching staff members at all appropriate levels; ensure that the Board's budgetary allotment for resource materials is efficiently spent and wisely distributed throughout the instructional program and the district; and ensure an inventory of resource materials that is well balanced and well rounded in coverage of subject, types of materials, and variety of content.

The Superintendent will evaluate the continuing effectiveness and utility of resource materials and recommend to the Board the removal of those materials that no longer meet the standards set forth in this policy. Any request for the removal of resource materials will be governed by Policy No. 9130 on public complaints.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2530/Page 2 of 2  
RESOURCE MATERIALS

Adopted: 31 March 2010



### 2531 USE OF COPYRIGHTED MATERIALS

The Board of Education encourages teaching staff members to make judicious use of appropriate printed materials, sound recording, televised programs, and computer software in the curriculum but recognizes that federal law, applicable to public school districts, protects the originators of those materials from the unauthorized use of their copyrighted works. The Board expressly forbids the use of school equipment for the illegal reproduction of copyrighted materials.

In order to define the fair and reasonable use that teaching staff members may make of copyrighted works for educational purposes without the permission of the copyright owner and to reduce the risk of copyright infringement, the Board directs the Superintendent to promulgate regulations regarding the copying and distribution of copyrighted materials for instructional purposes.

Computer software may be reproduced only for archival purposes or when copying is an essential step in the utilization of the program. Computer software should be purchased in sufficient quantity to permit its classroom use without simultaneous loading. Where appropriate, the Superintendent shall seek a licensing agreement with the software publisher that permits the reproduction of software, the simultaneous use of software, and the purchase of multiple copies of software at discount prices.

Pupils and staff members shall be instructed that copyright infringement is a form of theft. A pupil or staff member who reproduces or uses copyrighted material in violation of this policy will be subject to discipline.

17 U.S.C. 101 et seq.

Adopted: 31 March 2010



### 2551 MUSICAL INSTRUMENTS

The Board of Education will purchase and maintain a supply of musical instruments for pupils enrolled in the instrumental music program.

In general, pupils are encouraged to purchase their own musical instruments. District-owned instruments will be available to those pupils for whom the purchase of a musical instrument would impose a difficult financial burden.

District-owned instruments will be available to pupils, in the order in which requests are made, until the supply is exhausted. If necessary, instruments will be redistributed to satisfy the demand.

Instruments will be loaned only to those pupils whose parent(s) or legal guardian(s) has agreed in writing to assure the safe return of the instrument and to bear the cost of necessary repairs.

No fee will be charged for the loan of district-owned musical instruments.

Adopted: 31 March 2010



### 2560 LIVE ANIMALS IN SCHOOL

The Board of Education recognizes that the appropriate use of live animals as instructional resources can enrich the educational program. The observation and nurture of live animals can help children learn specific biological and behavioral principles and gain respect for all living things.

A staff member who uses live animals shall observe proper precautions for the safety of pupils and the animals. The Superintendent must approve the use of any animal in a course of instruction or the establishment of an animal habitat in a classroom.

Any animal used in school must have been lawfully acquired in accordance with applicable state law and local ordinance. An animal susceptible to rabies must have been vaccinated against rabies. No animal shall be permitted in any area of the school where a pupil who is allergic to the animal might be exposed to the animal.

A teacher or other qualified adult must assume primary responsibility for the animal, its nourishment, and its sanitary living conditions. The staff member in charge must make proper arrangements for the animal's care and feeding over weekends, holidays, and school vacation periods.

Any experiment that deprives the animal of nourishment or exposes the animal to harm must be conducted under strict supervision and as humanely as possible. The effects of the experiment must be reversed as quickly as possible. If correction is not possible or feasible, the animal must be disposed of by humane methods.

Adopted: 31 March 2010



### 2610 EDUCATIONAL PROGRAM EVALUATION (M)

#### M

The Board of Education directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the educational program against the educational goals established by this Board. To this end, the Superintendent shall employ such tests and methods as may be indicated by sound professional judgment. Wherever possible, the assessment program shall follow evaluation procedures set forth in the course guides.

The Superintendent shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board during the school year. Findings of the assessment program may be used to evaluate the progress of pupils and the effectiveness of staff members. The Board will annually make available to the public the collective progress of pupils toward the goals of the district.

The Board will annually, prior to the end of the school year and in conjunction with appropriate members of the administrative staff, conduct a review of the educational progress of the district, assess district and pupil needs, and establish long range and short range objectives for the educational program. The Board's annual report will be submitted to the Commissioner of Education as required.

The Superintendent shall annually recommend improvements in the educational program based on the Board's evaluation of the district's program. The Board reserves the right to employ experts from outside the school district to serve in the evaluation process.

Appropriate means for evaluating the instructional program in terms of school and district objectives shall be established and maintained. Elements of this evaluation may include but not be limited to:

1. Testing programs such as standardized general achievement tests, standardized tests in specific subject areas, and tests administered by other agencies. These shall be used in combination with other clues to measure the success of the programs;
2. Study of school achievement records;
3. Utilization of out-of-system services (participation in regional research studies; contracted evaluation services). When evaluation services are at cost to the district, they shall be approved in advance by the Board;



4. The use of State Department of Education specialists and services.

Elements of this evaluation shall include ongoing evaluation of the effectiveness of programs for the education of the pupils with special needs.

N.J.S.A. 18A:7A-11

N.J.A.C. 6:8-3.2; 6A:8-4.1 et seq.

Adopted: 31 March 2010



### 2622 PUPIL ASSESSMENTS (M)

#### M

The New Jersey statewide assessment program has been designed to measure the extent to which all pupils at the elementary, middle, and secondary levels have attained New Jersey's Core Curriculum Content Standards. The Board of Education will comply with implementing the schedule of the New Jersey State Board of Education statewide assessment program.

#### Assessments

The Superintendent shall develop and present to the Board annually for its approval an assessment program that complies with rules of the State Board of Education.

#### Records

Notwithstanding Policy No. 8330, information regarding individual pupil test scores shall be released only to the pupil, his/her parent(s) or legal guardian(s), or individuals eligible by court order and school personnel and school officials deemed appropriate by the Commissioner.

#### Dissemination of Information

The school district must release to the public the results of statewide assessments in accordance with the New Jersey Department of Education guidelines. Additionally, the results of the performance of school district pupils on statewide assessments shall be released annually through the dissemination of the school district's New Jersey School Report Card and other such means as determined by the Superintendent.

#### Parental Notification

Parent(s) or legal guardian(s) shall be informed of the district assessment program and of any special tests that are to be administered to their children.

#### PROGRAM EXCEPTIONS

##### Pupils With Disabilities

Pupils with disabilities shall participate in all state assessments unless the pupil's disability is so severe that the pupil is not receiving instruction in any of the knowledge



and skills measured by the statewide assessment in a subject area with or without accommodations. The Board shall provide appropriate accommodations or modifications to the statewide assessment system as specified by the New Jersey Department of Education as defined in N.J.A.C. 6A:14-1.3 or

Section 504 of the Rehabilitation Act as determined by the Individual Education Plan (IEP) Team or the 504 Team in compliance with the New Jersey Department of Education guidelines. Special Review Assessment (SRA) may be used for pupils who have not demonstrated proficiency in one or more content areas of the High School Proficiency Assessment. Alternate Proficiency Assessment (APA) may be used for pupils with severe disabilities.

### Pupils With Limited English Proficiency (LEP)

Pupils with limited English proficiency (LEP) shall participate in all statewide assessments and may be provided appropriate accommodations or modifications as specified by the New Jersey Department of Education.

All pupils of limited English proficiency shall satisfy the requirements for high school graduation according to N.J.A.C. 6A:8-5.1, except any pupil of limited English proficiency may demonstrate they have attained State minimum levels of proficiency through:

1. Passage of the SRA process in their native language and passage of an English fluency assessment approved by the New Jersey Department of Education; or
2. Passage of the SRA process in English with appropriate accommodations.

N.J.S.A. 18A:7C-6.2

N.J.A.C. 6:8-2.2 ; 6A:7-1.7; 6A:8-4.1 ; 6A:8-5.1 et seq.;  
6A:14-1.1 et seq.; 6A:14-3.7; 6A:14-4.12; 6A:15-1.11

Adopted: 31 March 2010



### 2624 GRADING SYSTEM

The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual pupils is important to the continuing process of learning. The Board, therefore, directs the instructional program of this school district include a system of grading that measures progress toward the New Jersey Core Curriculum Content Standards and the educational goals of the district.

Pupils shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward pupils for positive efforts and minimize failure, and pupils should be encouraged to evaluate their own achievements.

The Superintendent shall develop and continually review in consultation with teaching staff members, parent(s) or legal guardian(s), and pupils, a grading program appropriate to the course of study and maturity of pupils. The final decision on any contested grade will be the responsibility of the Principal. A pupil classified as disabled will be graded in accordance with his/her Individualized Educational Program (IEP) or the Section 504 Plan.

Adopted: 31 March 2010



### NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM (QSAC)

#### 2631 NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM (QSAC)

The Board of Education and Superintendent will work with the New Jersey Department of Education to comply with the requirements of the New Jersey Quality Single Accountability Continuum (QSAC) system in accordance with the provisions of N.J.A.C. 6A:30-1.1 et seq. QSAC is the New Jersey Department of Education monitoring and evaluating system for public school districts. Public school districts in New Jersey are evaluated in five key component areas of school effectiveness – instruction and program, personnel, fiscal management, operations, and governance – to determine the extent to which the school district is providing a thorough and efficient education.

Weighted quality performance indicators established by the Department of Education shall be used by the Commissioner of Education to assess school district performance and capacity during the comprehensive reviews pursuant to N.J.A.C. 6A:30-3.1 through 3.4, the in-depth evaluation pursuant to N.J.A.C. 6A:30-5.3, and monitoring of an approved QSAC district improvement plan pursuant to N.J.A.C. 6A:30-5.6. The weighted quality performance indicators shall also be used by the Commissioner in determining whether to initiate intervention activities pursuant to N.J.A.C. 6A:30-6.2, withdrawal from intervention pursuant to N.J.A.C. 6A:30-7.1, and initial placement of Level II, Level III, and State-Operated School Districts on the performance continuum pursuant to N.J.A.C. 6A:30-8.3.

The Commissioner shall conduct a comprehensive review of each public school district every three years. In the intervening years, the Commissioner shall assess the school district's performance to determine whether conditions exist in the school district that significantly and negatively impact the educational program or operations of the school district.

The Superintendent shall be responsible for completing the District Performance Review in accordance with the requirements as outlined in N.J.A.C. 6A:30-3.2. The District Performance Review and a Statement of Assurance prepared in accordance with N.J.A.C. 6A:30-3.2(e) shall be approved by the Board of Education by resolution and submitted to the County Superintendent of Schools in accordance with the provisions of N.J.A.C. 6A:30-3.2(f) and (g). The district's District Performance Review and the Statement of Assurance will be reviewed and evaluated in accordance with the requirements of N.J.A.C. 6A:30-3.3. The Commissioner shall issue a final determination of the school district's performance and initial placement on the performance continuum in accordance with N.J.A.C. 6A:30-4.1.



# POLICY

## HOLLAND TOWNSHIP BOARD OF EDUCATION

Program  
2631/Page 2 of 2

### NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM (QSAC)

The district will be required to commence improvement activities as set forth in N.J.A.C. 6A:30-5.3 through 5.7 in the event it satisfies less than eighty percent of the weighted quality performance indicators in one or more key components of school district effectiveness. Where appropriate, pursuant to the factors as outlined in N.J.A.C. 6A:30-6.2, the Commissioner may seek forms of partial or full intervention in a school district as outlined in N.J.A.C. 6A:30-6.1 et seq. Withdrawal from partial or full State intervention shall be in accordance with the provisions of N.J.A.C. 6A:30-7 et seq.

No provision of N.J.A.C. 6A:30 – Evaluation of the Performance of School Districts, shall limit the ability of the Department to monitor public school districts’ practices by, among other things, conducting on-site visits to observe instructional practices and school facilities or take other such action as in the judgment of the Commissioner or his/her designee that may be warranted to ensure the satisfaction of any statutory or constitutional obligation.

N.J.S.A. 18A:7A-3 et seq.  
N.J.A.C. 6A:30-1.1 et seq.

Adopted: 31 March 2010



### 2700 SERVICES TO NONPUBLIC SCHOOL PUPILS (M)

#### M

The Board of Education shall provide, in accordance with law and to the limit of State aid available for such purposes, services to pupils enrolled in nonpublic schools located within this school district in which a child may legally fulfill compulsory school attendance requirements and which complies with Title VI of the Civil Rights Act of 1964.

Textbooks N.J.S.A. 18A:58-37.1 et seq.  
N.J.A.C. 6A:23-6.1 et seq.

The Board shall, on individual request, purchase and loan, without charge, textbooks to pupils attending a nonpublic school located in this district, provided the pupil is a New Jersey resident and the pupil's tuition is not paid by a district Board of Education. Such loan of textbooks will be indicated in each book by a label. Any textbook so loaned will remain the property of this Board. Textbooks loaned to nonpublic school pupils shall be returned at the end of the school year or the district may enter into agreements with the nonpublic schools to store the textbooks without cost to this Board.

A request for the loan of textbooks shall be signed by the parent(s) or legal guardian(s) of nonpublic school pupils and submitted in writing directly to this Board or may be forwarded collectively by the nonpublic school. Requests must be received by the Board by March 1 of the preceding school year.

Textbooks shall be purchased in the same manner as are textbooks purchased for use in this district. Nonpublic school pupils shall be subject to the rules and sanctions for the care of textbooks set forth in Policy No. 5513, Care of School Property, in the same manner as are pupils of this district.

Remedial Services N.J.S.A. 18A:46-19.1 et seq.  
N.J.A.C. 6A:14-1.1 et seq.

The Board shall provide services for the identification, referral, evaluation, and determination of eligibility for special education and/or related services, the development of individualized education programs, and speech correction for articulation disorders.

The eligibility of pupils in nonpublic schools for such services shall be determined by the criteria established by rules of the State Board and used to determine the eligibility of pupils enrolled in this district for the same services. Services shall be provided only upon



### SERVICES TO NONPUBLIC SCHOOL PUPILS (M)

the written consent of the parent(s) or legal guardian(s) of the pupil and shall include procedural safeguards provided to pupils of this district under N.J.A.C. 6A:14.2 et seq. and Policy No. 2460.

Remedial services will be supplied by appropriately certified personnel who are not employees of the nonpublic school, except that speech correction may be provided by employees of the nonpublic school. Such services shall be provided only upon consent of the parent(s) or legal guardian(s) of the pupil. Services may also be provided under contract with a public or private agency approved by the Commissioner for the provision of remedial services. The location in which services are provided will be determined by the Board, and will comply with rules of the State Board.

Auxiliary Services N.J.S.A. 18A:46A-1 et seq.  
N.J.A.C. 6A:14-1.1 et seq.

The Board shall provide supportive services for acquiring communication proficiency in the English language for children of limited English speaking ability, supplementary instruction services, and home instruction services. Auxiliary services will be provided only upon the written consent of the pupil's parent(s) or legal guardian(s).

Auxiliary services may be provided by appropriately certified personnel who are employees of this district or of the nonpublic school. Services may also be provided under contract with a public or private agency approved by the Commissioner for the provision of auxiliary services. The location in which services are provided will be determined by the Board, and will comply with rules of the State Board.

Nursing and Emergency Services N.J.S.A. 18A:40-23 et seq.  
N.J.A.C. 6A:16-2.4 et seq.

The Board shall provide basic nursing services in accordance with N.J.A.C. 6A16-2.4 et seq. within the limits of funds appropriated or otherwise made available for this purpose according to N.J.S.A. 18A:40-23. Nursing services shall include the extension of emergency care for pupils enrolled full time in the nonpublic school who are injured or become ill at school, or during participation on a school team or squad pursuant to N.J.A.C. 6A:16-1.4(a)1.

The Superintendent and the administrator of the nonpublic school shall meet annually to review funding, to agree on basic nursing services and additional medical services to be provided based on funding, and to assure the nonpublic school has a copy of N.J.S.A. 18A:40-23 to 31. If agreement cannot be reached between the district and the nonpublic school, the County Office of Education shall be consulted for clarification. The district



### SERVICES TO NONPUBLIC SCHOOL PUPILS (M)

may provide additional nursing services when all basic nursing services have been provided, or will be provided, within the limits of funds appropriated or otherwise made available for this purpose according to N.J.S.A. 18A:40-23. The nursing services provided to a nonpublic school shall not include instructional services.

Funds spent on services delivered under this policy in any one nonpublic school shall not exceed the amount allocated to that school on a per pupil basis, less the cost to this district of administrative services directly attributable to the provision of such services or six percent of the funds allocated for each participating nonpublic school, whichever is less.

Nursing services shall include assistance with medical examinations and dental screening, screening of hearing examinations, maintenance of pupil health records, notification of local and county health officials of any pupil who has not been properly immunized, and the conduct of scoliosis examinations. If the Board and the nonpublic school agree, emergency care shall be provided to nonpublic school pupils who become ill or are injured in school or during participation on a school athletic team or squad in the same manner such services are provided to pupils of this district.

Nursing and health care services shall be provided by a professional registered nurse licensed in New Jersey who is an employee of this district, an employee of a third party contractor, or an independent contractor. The location of the services will be determined by the Board and will comply with the rules of the State Board.

The Board may purchase equipment and supplies for the provision of services under this policy, within the allocation of funds, and may lend any such equipment to a nonpublic school without charge provided it is understood that such equipment remains the property of the Board.

A nonpublic school pupil whose parent(s) or legal guardian(s) objects in writing to the receipt of nursing services shall not be compelled to receive such services; except for a physical examination to determine whether the pupil is ill or infected with a communicable disease.

The Superintendent or designee will retain a written statement verifying the annual meeting was held with the nonpublic school. The Superintendent or designee will also retain a copy of the contract document; Board meeting minutes approving the contract that describes the methods by which nursing services to the nonpublic pupils will be provided for the ensuing school year; a rationale for the distribution of funds; and a description of the type and number of services which were provided during the previous



### SERVICES TO NONPUBLIC SCHOOL PUPILS (M)

year to nonpublic pupils will be recorded on a form provided by the Commissioner of Education as required in N.J.A.C. 6A:16-2.4(a).

#### Delivery of Services

The Board shall provide any transportation necessitated by the provision of services under this policy.

Records regarding individual pupils receiving services under this policy shall be kept in accordance with State Board rules and Policy No. 8330 on Pupil Records.

The Board shall, file with the Commissioner a report on the number of nonpublic school pupils identified as eligible to receive services at a time and in a form required by the New Jersey Department of Education.

N.J.S.A. 18A:40-23 et seq.; 18A:40A-17(c);  
18A:46-19.1 et seq.; 18A:46A-1 et seq.;  
18A:58-37.1 et seq.

N.J.A.C. 6A:14-1.1 et seq.; 6A:16-2.4 et seq.

Adopted: 31 March 2010

